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ABSTRACT

The primary purpose of this Mississippi social studies framework is to promote an understanding of the world, human interaction, cultural diversity, and cultural heritage and to equip students with the knowledge and understanding of the past, which is essential for coping with the present and planning for the future. The framework states that the social studies curriculum should provide teachers with a guide to help instruct students with the essential skills for problem solving and thoughtful decision making. Social studies should contain a specific body of knowledge that is divided into "strands" to focus on history, geography, civics, economics and other social sciences. Following an introduction that offers suggested objectives, curriculum guide, benchmarks, and divisions for elementary, middle grades, and upper grades, the framework is divided into the following sections: (1) "Kindergarten"; (2) "First Grade"; (3) "Second Grade"; (4) "Third Grade"; (5) "Fourth Grade" (Mississippi Studies); (6) "Fifth Grade" (United States Studies); (7) "Sixth Grade" (Western Hemisphere Studies); (8) "Seventh Grade" (Eastern Hemisphere Studies); (9) "Eighth Grade" (United States History to 1877); (10) "Mississippi Studies"; (11) "World History: 1750 to the Present"; (12) "United States History: 1877 to the Present"; (13) "United States Government"; (14) "Economics"; (15) "Introduction to World Geography"; (16) "Advanced World Geography"; (17) "Psychology"; (18) "Sociology"; (19) "Biblical History of the Ancient Middle East, 2000 B.C. to 100 A.D."; (20) "Local Resource Studies"; (21) "Law Related Education"; (22) "Problems in American Democracy"; (23) "Global Studies"; (24) "Minority Studies"; (25) "Humanities I"; (26) "Humanities II"; (27) "Introduction to the Social Studies"; (28) "Local Culture"; (29) "Future Studies"; (30) "Field Experiences"; (31) "Social Studies and Literature Connections"; (31) "Technology Connections"; and (32) "Assessment Glossary." (BT)

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Department of Education

Mississippi Social Studies Curriculum Framework

1998

SO 030 617

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MISSISSIPPI
SOCIAL STUDIES
FRAMEWORK

1998

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MISSION STATEMENT

The primary purpose of the Mississippi Social Studies Framework is to promote an understanding of the world, human interaction, cultural diversity, cultural heritage and to equip students with the knowledge and understanding of the past, which is essential for coping with the present and planning for the future. Furthermore, the social studies curriculum provides teachers with a guide to help instruct students with the essential skills for problem solving and thoughtful decision-making. In addition, social studies should contain a specific body of knowledge centered on **history**, **geography**, **civics**, and **economics**, as well as other social sciences. In essence, social studies fosters the recognition of interrelationships among the sciences and humanities and helps give students the necessary tools to become responsible citizens.

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SUGGESTED CURRICULUM GUIDE

with Instructional Strategies

The purpose of the Curriculum Guide, found following the Framework of each grade level, is to assist school districts and teachers in the development of a possible method of organization of competencies and objectives to be taught. Units of study that incorporate the competencies and objectives, suggested topics for study, and possible instructional strategies have been created for each grade level.

The units allow for further integration of competencies from other disciplines. Integration of concepts, content, and competencies result in maximum curriculum connections, maximum time on task, and maximum opportunities for students.

The *Curriculum Guide* is a set of basic topics designed to be only the starting point for creative instructional strategies. There may not be enough time to teach every activity in each suggested unit. Teachers who choose depth in developing one activity into several dimensions usually find units of study more effective and a more efficient use of instructional time. Most strategies in the *Curriculum Guide* are not fully developed and should be developed by the school district and teachers.

THE REVISION PROCESS

FOR THE SOCIAL STUDIES FRAMEWORK

From nominations by school district superintendents and others, the Social Studies Curriculum Revision Team was selected in January of 1997. The purpose of the team was to draft a new social studies framework. The 34 member Social Studies Curriculum Revision Team was composed of public school teachers, an administrator, and university professors.

All teachers nominated, but not assigned to the Social Studies Curriculum Revision Team, were asked to serve on the Social Studies Curriculum Advisory Team. This team consisted of 145 members and was asked to respond to each curriculum draft. The Social Studies Curriculum Advisory Team was composed of public school teachers, administrators, university professors, and other professionals interested in social studies education.

In order to gain understanding of the direction of social studies education, assessment surveys were sent to each school district, and the results were compiled for the Social Studies Revision Team. The team also reviewed current literature. Five (5) different sets of national social studies standards were used in the development of the curriculum. The national standards for history, geography, civics, economics, and social studies were used to help in the development of the framework. Finally, drafts of the document were sent to the advisory committee and to each school district for input and were revised accordingly.

STRANDS

The different subject area strands in social studies combine to give a clear picture of the past and present. Strands also give depth in the social studies curriculum, enabling students to grasp the complexity of events from the past and help them acquire critical thinking skills to make informed choices in the future. The Mississippi Social Studies Framework is comprised of four (4) essential strands: **HISTORY**, **GEOGRAPHY**, **CIVICS**, and **ECONOMICS**. The strands overlap and combine in the competencies, showing the integrated and complex nature of the social studies.

COMPETENCIES

Competencies are required to be taught and are printed in bold face type. Competencies are broad in order to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students.

The competencies may relate to one, many or all of the social studies curriculum strands and may be combined and taught with other competencies throughout the school year. *The competencies are not intended to be a list of content skills that are taught once, tested, and recorded as "mastered".* Competencies are intended to be repeated through different units of study throughout the year. Competencies in the framework are not ranked chronologically or in order of importance.

SUGGESTED OBJECTIVES

Suggested objectives are not a part of the framework which are mandatory. However, the objectives serve as a guide, indicating how competencies can be fulfilled through a progression of content and concepts at each grade level. Objectives are not intended to be taught in isolation. Multiple objectives can and should be taught in a well organized instructional activity or unit. Each school district may adopt the suggested objectives, modify them, and are encouraged to write additional objectives that meet the needs of the students in their district.

COMMITTEE RECOMMENDATIONS

In addition to the curriculum content, the Social Studies Curriculum Revision Team had proposed several recommendations for school districts in Mississippi. School districts DO NOT have to implement the recommendations. The recommendations are as follows:

1) Students should be required by school districts to pass social studies before being promoted at the middle grades. At present, students are only required to pass high school social studies courses. Due to the impact and importance of social studies on developing positive, decision-making citizens, the practice of not requiring a passing grade in social studies should be changed.

2) Elementary social studies education is essential. The concepts, principles, processes, and skills must be acquired in order to comprehend what students see, hear, read, and interpret. Social studies education at the elementary level should be used to enhance reading comprehension and should be a central, integrated part of elementary education.

3) Due to the increase in block scheduling at the high school level, more quality social studies electives should be offered to students.

4) More resources should be available to social studies teachers. Maps, globes, computer programs, primary documents, and other resources should be part of a well-rounded social studies education. School districts should promote the acquisition of appropriate outstanding educational resources.

PURPOSE

The Mississippi Social Studies Framework is the basis for district curriculum development for K-12 teachers. The curriculum provides an outline of what students should learn and do in social studies classrooms, K-12. The curriculum replaces the previous social studies curriculum structure developed in June, 1992.

CYCLE

The pilot (optional) year for implementation is 1998-1999. Implementation of the curriculum framework begins in school year, 1999-2000.

ORGANIZATION

The Framework is organized by grade level, and elective courses are at the end of the document. A description of the purpose, focus, and an overview is found preceding each individual grade level curriculum. The Mississippi Social Studies Framework is formatted as the follows:

Excerpt:

EIGHTH GRADE **(United States History to 1877)** **STRANDS:** (C-Civics) (H-History) (G-Geography) (E-Economics) **COMPETENCIES and Suggested Objective(s)** **1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community.** **(C, H, G, E)** a. Examine the Pre-Columbian societies of North America. b. Examine the exploration and colonization periods of the United States. c. Identify the causes and effects of the American Revolution. d. Describe the sequence of events that led to American victory. e. Identify reasons for immigration to the United States. f. Identify the causes and effects of the Industrial Revolution. g. Identify the causes and effects of the Western movement. h. Explain how the expansion of slavery led to regional tension.	**COURSE** **STRANDS** **COMPETENCIES** **SUGGESTED TEACHING OBJECTIVES**

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BENCHMARKS

* *Benchmarks* serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.

At the completion of Grade 4, students will understand:

- The basic rights and responsibilities of citizenship.
- How people, places, circumstances, and environments of the past are connected to the present and future.
- How to read and interpret graphic tools (e.g., timelines, charts, graphs, maps, schedules, globes, and technology).
- The concept of interdependence.

At the completion of Grade 8, students will understand:

- The democratic foundations, principles, and people that have contributed to United States history.
- The historical development of major world societies by using geography as a framework.
- The interdependence among individuals, groups, and nations in both human and physical terms.
- The nature of citizenship and the necessity of politics and government in a society.
- How capitalism differs from other economic systems.
- Patterns of human cultural development and movement through place and time.

At the completion of Grade 12, students will understand:

- The way people in the United States and throughout the world perceive themselves over time.
- The impact of science and technology on the economic, political, geographic, and historical development of the global community.
- How people organize for the production, distribution, and consumption of goods and services.
- The conditions and processes by which people create and change structures of power, authority, and governance.
- The ideals, principles, and practices of citizenship in preparation for participation in a democratic society.
- Global connections, conflicts, and geographic interdependence.

ELEMENTARY
SOCIAL STUDIES EDUCATION

Elementary Social Studies Benchmarks

By Grade 4

** Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.*

- *The student will understand the basic rights and responsibilities of citizenship.*
- *The student will understand how people, places, circumstances, and environments of the past are connected to the present and future.*
- *The student will understand how to read and interpret graphic tools (e.g., timelines, charts, graphs, maps, schedules, globes, and technology).*
- *The student will understand the concept of interdependence.*

Social studies education is crucial at the elementary grade levels. Helping students acquire the skills, processes, and information necessary to become active, responsible citizens who help maintain the democratic values upon which the nation is established is critical. Elementary social studies education must focus student learning on how they function, acquire and use social studies skills, processes, and information in their personal and social world.

The elementary curriculum follows an expanding format. Students begin with the familiar world of the family/community and make connections through study to an ever expanding world. Study of self, family, school, community should be connected and compared to self, family, school, and community throughout the world. Students should also acquire an appreciation for history, basic geographic skills, an understanding of democratic norms and values (e.g., justice, equality, responsibility, freedom, integrity, loyalty, honesty, diversity, compassion, fairness, courage, authority, rule of law, etc.), and acquire a foundation for useful economic knowledge.

MIDDLE GRADE

SOCIAL STUDIES EDUCATION

Middle Grade Social Studies Benchmarks

By Grade 8

** Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.*

- *The student will understand the democratic foundations, principles, and people that have contributed to United States history.*
- *The student will understand the historical development of major world societies by using geography as a framework.*
- *The student will understand the interdependence among individuals, groups, and nations in both human and physical terms.*
- *The student will understand the nature of citizenship and the necessity of politics and government in a society.*
- *The student will understand how capitalism differs from other economic systems.*
- *The student will understand patterns of human cultural development and movement through place and time.*

Social studies education is vital at the middle grade levels for students to obtain the skills needed to become critical thinkers. At this level, social studies education should focus student learning on the ability to view issues from different perspectives of society.

The middle grade level social studies curriculum continues to follow an expanding format. Students continue to learn about the world through United States, Western Hemisphere, and Eastern Hemisphere studies. The study courses in social studies should be rich in history, geography, civic, and economic content. Varied educational resources (e.g., literature selections, primary documents, technology, audio visuals, guest speakers, etc.) should be used so students can develop broader understandings and varied perspectives of society.

UPPER GRADE LEVEL
SOCIAL STUDIES EDUCATION

Upper Grade Level Social Studies Benchmarks

By Grade 12

* *Benchmarks serve as broad social studies goals that students should accomplish by grades 4, 8, and 12. Benchmarks serve as indicators of student accomplishment of competencies and may or may not be tested.*

- The student will understand the way people in the United States and throughout the world perceive themselves over time.
- The student will understand the impact of science and technology on the economic, political, geographic, and historical development of the global community.
- The student will understand how people organize for the production, distribution, and consumption of goods and services.
- The student will understand the conditions and processes by which people create and change structures of power, authority, and governance.
- The student will understand the ideals, principles, and practices of citizenship in preparation for participation in a democratic society.
- The student will understand global connections, conflicts, and geographic interdependence.

Social studies education at the upper grade levels is essential to the continued health of our democratic society. Powerful content and instruction in history, geography, civics, and economics promote strong civic competencies and social understanding.

Upper grade level social studies education should focus on depth of content in order to foster critical thinking skills. Appropriate breadth of social studies topics, varied resource materials (e.g., literature selections, primary documents, technology, audio visuals, guest speakers, etc.), along with critical analysis of the materials and production of social studies related projects must be used to promote active learners. Powerful social studies education at the upper grade levels will have a significant and meaningful impact on the development of positive democratic citizens.

SEQUENCE

Kindergarten Self/Home
1st grade Family/School
2nd grade School/Neighborhood
3rd grade Community/Local Government
4th grade Mississippi Studies
5th grade United States Studies
6th grade Western Hemisphere Studies
7th grade Eastern Hemisphere Studies
8th grade United States History to 1877

High School Options

Grade Level	A	B	C
9th	Mississippi Studies/Elective	Electives	United States History: 1877 to the Present
10th	World History: 1750 to the Present	World History: 1750 to the Present	World History: 1750 to the Present
11th	United States History: 1877 to the Present	United States History: 1877 to the Present	Electives
12th	United States Government/Elective	Mississippi Studies/United States Government	Mississippi Studies/United States Government

Electives

(9th - 12th Grades) Economics Introduction to World Geography Advanced World Geography Psychology Sociology Biblical History of the Ancient Middle East: 2000 B.C. to 100 A.D. Local Resource Studies Law Related Education Problems in American Democracy Minority Studies Humanities I Humanities II

(7th - 12th Grades) Introduction to Social Studies Local Culture Future Studies Field Experiences

KINDERGARTEN
(Self/Home)

The major emphasis of kindergarten is to provide socialization experiences that help children bridge their home life with the group life of school. Teachers are preparing students to operate successfully in the 21st century. This is done by sensitizing children to a world of many diverse people, cultures, and changing environments.

Children need to begin to learn that rules are required for orderly social relationships. Awareness of self should be developed through face-to-face, successful experiences. Additionally, the concepts of self-esteem and citizenship skills should go hand-in-hand. Kindergarten focuses on the child and the home. Starting with what children know, comparisons can be made to broaden their world. *Japan was chosen for comparison purposes, but any other country or culture may be studied.* Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, the United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Develop an understanding of *self/home* in relationship to the expanding horizon theme. (C, H)

a. Identify the student's role in his/her immediate family.

b. Recognize types of non-traditional families (e.g., single parent, foster, etc.).

c. Describe personal physical changes over time (e.g., growing up).

d. Recognize family life in other countries (e.g., Japan).

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)

a. Explain the purpose of rules and laws and why they are important in the home and classroom.

b. Identify authority figures in the home and school.

c. Identify national symbols (e.g., United States flag, American eagle, historical figures, proper civic protocol, etc.).

d. Identify waste vs. non-waste (e.g., garbage, paper, plastic, recycling, consumable, and non-consumable).

e. Discover the relationships among people, places, and environments (e.g., importance of following rules [safety, manners, etc.]).

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). (C, H, G, E)

a. Recognize and apply terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there).

b. Recognize the globe as a representation of the Earth.

c. Recognize a map as a pictorial representation of reality (e.g., the classroom).

4. Identify the interdependence of economics (self/family). (G, E)

a. Classify primary land uses (e.g., farming, livestock, fishing, residential, recreation, etc.).

b. State the *needs* and *wants* of self and family as *consumers* (e.g., need [food], want [toy], need [shelter], want [castle], etc.).

c. State the *scarcity* of *resources* in the classroom/home environment (e.g., pencils, paper).

d. State the *opportunity costs* of choices (value of the best alternative given up) made in the

classroom/home environment (e.g., spending lunch money for treats and not having money for lunch, etc.).

e. State the *goods* and *services* provided by family *producers* (e.g., goods are objects [cookies], services are actions [making cookies]).

f. State the *division of labor* within the classroom/home environment (e.g., making an art project using an assembly line, classroom helpers, etc.).

**Review italicized words when teaching the concepts.*

Grade Level: Kindergarten
Unit Theme: Me

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	c	Have students draw a picture of themselves including what roles they have in the family.	Teacher observation
3	c	Have students create a map of their room.	Rubric
4	b	Give students a set of cut-outs (e.g., toy, house, etc.). Have students decide whether it is a *need* or a *want*.	Criterion-referenced assessment
4	e	Have the class vote on which local business to visit.	Performance assessment
1	c	Using butcher paper, outline students and let them draw what they will look like later on in life.	Performance assessment
4	f	Have students create a classroom book of art work, describing themselves.	Rubric of individual student art work
4	c	Graph and discuss school supplies used by students.	Teacher observation

Grade Level: Kindergarten
Unit Theme: Families

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a, b b	Read and discuss a story about a child or a family. Discuss the roles of the characters.	Teacher observation
1	b	Have students create a family album. Discuss types of families when children show their books.	Rubric
1 3	d b, c	Read a story about a Japanese family and find the country on a map.	Fixed response
3	a	Create a map of the home where a family lives to learn up, down, left, right, north, south, east, west, etc.	Teacher observation
4	d	Discuss economic choices students make (e.g., wanting to buy candy now and not save for a toy later).	Teacher observation
4	b, e	Create a chart. Discuss the needs and wants of students and families.	Teacher observation
4	a	Have students match different types of families to the type of primary land use associated with them (e.g., fisherman—pond, rancher—field, family—house, etc.).	Criterion-referenced assessment
2	a, e	Have students discuss rules at home and school. Which rules are similar and which rules are different? Discuss the importance of following rules.	Venn diagram (teacher created)
2	d	Discuss recycling and identify materials that can be recycled by the family.	Teacher observation

Grade Level: Kindergarten
Unit Theme: I'm A Good Citizen

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a a, e	Discuss what rules are and why we have them. Have students help create classroom rules.	Teacher observation
2	b, e	Have students help generate a list of authority figures and what their responsibilities are, then have students discuss how they can help these figures.	Teacher observation
2	b, e	Have authority figures come to class and talk.	Teacher observation
2	c	Read students a story about United States symbols (e.g., flag, eagle, George Washington, etc.).	Teacher observation
2	c	Have students learn and understand the vocabulary of the "Pledge of Allegiance" and proper protocol of a good citizen (e.g., hand-over-heart, hat off, no talking during the national anthem, etc.).	Teacher observation
2	c	Teach students patriotic songs (e.g., national anthem, etc.).	Teacher observation
2	d	Discuss and practice classifying waste and non-waste.	Teacher observation
2	a, e	Read Pinocchio. Have a discussion about honesty. Discuss the consequences of dishonesty and honesty.	Teacher observation
4	a	Discuss how land is used by creating a matching game. For example: pond - fishing neighborhood (residential) - homes field - farm tennis court - recreational	Teacher observation; Criterion-referenced assessment

FIRST GRADE
(Family/School)

The emphasis in first grade is to help children understand family life and structure, as well as roles of family members in a global setting. These essential family activities help children meet basic psychological needs. Variations in the way families live should be studied, for example, rural, self-employed, single-parent, and various housing options. Children should learn that the family is the primary support group for people everywhere.

The socialization to school initiated in kindergarten is extended in first grade. The necessity for rules and laws needs to be taught as a natural extension of orderly group life. History can be presented through the family life structure. Also, the children need to become aware of the world beyond their neighborhood by studying other cultures. *Germany was chosen for the Curriculum Guide, but any other country or culture, preferably one from Europe, may be used.* The globe and simple maps may be introduced to promote learning of these geographical concepts and relationships. It is essential at this level for the children to have hands-on activities and experience. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Develop an understanding of *family/school* in relationship to the expanding horizon theme. (C, H, G, E)

a. Discover relationships among people, places, and environments (e.g., families in the United States and Germany).

b. Explain the different ways that families express and transmit their values or beliefs (e.g., picture albums, videos, family stories, holiday traditions).

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)

a. Demonstrate the voting process (e.g., by a show of hands, secret ballot, etc.).

b. Explain the purpose/consequences of rules in the school and how and why authority is obtained.

c. Explain why certain civic responsibilities, protocol, and historic figures are important to the child, family, and school.

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Identify time and space relevant to a student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, etc.).

b. Demonstrate and apply spatial and ecological perspectives to life situations (e.g., waste disposal within a family or school environment).

4. Identify the interdependence of economics (self/family). (C, H, G, E)

a. Describe the *needs* and *wants* of students/family members as *consumers*.

b. Describe the *scarcity* of *resources* within the home/classroom environment (e.g., computers).

c. Describe the *opportunity costs* of choices (value of best alternative given up) made in the home/classroom environment (e.g., spending money for treats and not having money for lunch).

d. Describe the *goods and services* provided by student, family, and school *producers* (e.g., goods are objects [cookies], services are actions [making cookies]).

e. Describe the *division of labor* within the home/classroom environment (e.g., family helping make a holiday meal).

**Review italicized words when teaching the concepts.*

Grade Level: 1
Unit Theme: School Is Cool

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Have teacher read aloud a book about a typical day in school.	Teacher observation
3	a	Tour the school. Compare the book about a school read by the teacher to their school using a Venn diagram.	Teacher observation; Venn diagram
2	b	List and discuss school rules.	Performance assessment
3	b	Build a three-dimensional representation of the school with building blocks.	Performance assessment
1	a	Make up a story about your school and tell it to a classmate(s).	Teacher observation
4	e	Draw a picture showing the division of labor in producing school meals.	Performance assessment
2	c	Discuss famous people who were/are good citizens and list qualities they have in common (e.g., George Washington, Martin Luther King, Jr., Susan B. Anthony).	Teacher observation

Grade Level: 1
Unit Theme: Safety First

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	Read and discuss a book about a school bus.	Teacher observation
2	b	Visit a bus and act out safety rules.	Teacher observation
3	a	Interview a bus driver.	Teacher observation
3	b	Write a class story and draw individual pictures about being safe.	Rubric
3	b	Watch a film about fire safety.	Teacher observation
3	a	Plan a route of escape from your school room and home. Draw a picture with your family's escape route and meeting place. Have a firefighter visit to reinforce fire safety rules.	Rubric
1 2	a b, c	Discuss and practice school fire escape routes and correct behavior during fire drills.	Teacher observation
		**The above activities may also be done using tornado and earthquake safety rules.*	
2	a	Discuss what children should do when faced with a stranger/intruder.	Teacher observation
2	b, c	Have a police officer visit to reinforce safety rules for children.	Teacher observation

Grade Level: 1
Unit Theme: Home Sweet Home

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	Read and discuss a story related to family and home.	Teacher observation
3	a	Discuss different types of homes (e.g., houses, apartments, etc.). Divide into groups and graph different types of home.	Chart/graph; Criterion-referenced assessment
1 2	b c	List and discuss rules that students have at home.	Performance assessment
4	a, d, e	Plan/take a field trip to a business where some of the students' parents/relatives work. Discuss the different jobs (division of labor) at the work place/home. If a field trip is not possible, have parent/community resource people visit the classroom.	Performance assessment

Grade Level: 1
Unit Theme: Children Like Me (Germany or Another European Country)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Read a story book, view videos, and bring in resource people to discuss Germany or another European country.	Teacher observation
1 4	a b	Prepare shadow boxes of different types of German homes.	Performance assessment
1	a, b	Have a tasting party of German foods.	Performance assessment
1	b	Research the contributions to the United States that can be traced to Germany or German-Americans (e.g., Christmas tree, blue jeans—Levi Strauss, etc.).	Performance assessment
1	b	Learn a German song.	Performance assessment
4	a, b, c, d	Set up a store using German simulated currency for exchange.	Performance assessment
1	a	Compare children's lives in Germany to children's lives in the United States. Have students create a play, acting out the differences and similarities (e.g., first day of school, etc.).	Teacher observation
3	a	Create posters of German words and the English equivalent (e.g., counting to ten, days of week, etc.).	Teacher observation

SECOND GRADE
(School/Neighborhood)

Learning the importance of living in social groups in a global setting is the overall theme in second grade. The neighborhood is the students' own place in space. They need to learn how this place in space interacts with the rest of the world. Through the study of the neighborhoods, the child will learn basic human relationships such as sharing and caring, helping others in time of need, and living harmoniously with others.

By studying people in groups (neighborhoods), social functions such as education, production, consumption, communication, and transportation will be understood. The necessity for rules and laws needs to be stressed and illustrated by examples from the everyday lives of children. Geographic concepts need to be included, as well as studies of other cultures for a global perspective. *China was chosen for the Curriculum Guide, but any other country or culture, preferably one from Asia, may be used.* Also, contrasting neighborhood life today with that of the past needs to be included to provide a historical perspective for the student. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills the enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Develop an understanding of *school/neighborhoods* in relationship to the expanding horizon theme. (C, H, G, E)

a. Compare and contrast selected neighborhoods (e.g., local schools/neighborhoods and Chinese, etc.).

b. Specify roles of different community helpers.

c. Represent the relationship among people, places, and environments and their history (e.g., school/neighborhoods through time, etc.).

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)

a. Explain the importance of American's sharing history and supporting certain values, principles, and beliefs (e.g., holidays, democracy, historic figures, etc.).

b. Describe diversity in the United States and identify its benefits (e.g., cultural traditions and practices, variety of viewpoints, and new ideas).

c. Explain why certain civic responsibilities, civic protocol, and historic figures are important to students in their school/neighborhood (e.g., littering, caring for the elderly, etc.).

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, a compass, graphs, technology, etc.). (C, H, G, E)

a. Identify time and space relevant to a student's environment (school/neighborhood) by using social studies tools (e.g., maps, timelines).

b. Demonstrate and apply spatial and ecological perspectives to life situations (e.g., location of waste disposal).

4. Identify the interdependence of economics (self/family). (C, H, G, E)

a. Recognize *resources* and *scarcity* of resources within a neighborhood environment (e.g., parks, water during drought, etc.).

b. Describe the *needs* and *wants* of neighborhood *consumers* (e.g., drinking water [need], water for a swimming pool [want]).

c. Describe the *division of labor* within a school/neighborhood environment (e.g. planning a neighborhood garage sale).

d. Identify *goods and services* provided by neighborhoods (e.g., goods are objects [cookies], services are actions [bakery]).

e. Describe the *opportunity costs* of choices (e.g., keeping your job and staying in your neighborhood or relocating).

**Review italicized words when teaching the concepts.*

Grade Level: 2
Unit Theme: What Makes A Good Neighbor

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a, c	Discuss qualities that make people good neighbors (e.g., cleanliness, consideration, cooperation, friendliness, honesty, respect for others, etc.).	Teacher observation
2 4	b c	Have students role play Mr. Good Neighbor and Mr. Bad Neighbor. Discuss elements of good neighbors (e.g., responsibility, integrity, honesty, loyality, diversity, fairness, courage).	Teacher observation
3	a, b	Have children be on the look out for "acts"—acts of neighborliness—they have witnessed. Chart these acts on a poster and display in the room.	Performance asessment
1	b	Read stories about people doing neighborly acts	Teacher observation
1	1	Have children write and illustrate a story about a good neighbor.	Rubric
1 2	a,b,c a,b,c	Read stories about neighbors. Discuss the similarities and differences between the types of neighbors in the present and past.	Venn diagram
1	b	Have a community helper discuss with the class what makes a good neighbor.	Teacher observation
1	c	Research the "good neighbor" in your neighborhood through time.	Teacher observation

Grade Level: 2
Unit Theme: We Are The Neighborhood

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4	a c a, b a, b, d	Take a walk around the neighborhood, and write about: what they saw what they heard what they smelled on the trip	Performance assessment
3 1 2	b a, c b	Write pen pals from another area or country. Ask them to describe or send pictures of their neighborhood.	Performance assessment
2	c	Brainstorm what makes a good neighborhood.	Teacher observation
4	a	Establish a clean class club. Recycle old phone books or cans. Discuss how this helps the neighborhood.	KWL
1	a	Communicate with a pen pal in a nursing home.	Rubric
2	b	On the Internet, communicate with a pen pal who also has neighborhood projects.	Rubric
3	a	Have children make a play dough map of their neighborhood or the neighborhood of the school.	Teacher observation
4	d	Invite owners of local ethnic restaurants to talk about the food and neighborhoods of their country.	Teacher observation
1	c	Research and study neighborhoods through time and around the world.	Teacher observation

Grade Level: 2
Unit Theme: Dream Town

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3 4	a b	Construct a map/model of an "ideal" neighborhood of the future. Take factors into consideration (e.g., utilities, noise, pollution, recreation, ecology, climate, service, etc.).	Performance assessment
1 2	b c	Make paper bag houses and arrange them in a neighborhood. Provide extra bags to make places that provide services in the students' neighborhoods. Have students learn about the cardinal directions (e.g., north, south, east, west), and grids.	Performance assessment
1 2	a, c a, b	Compare celebrations in the students' neighborhoods to celebrations in another (China) country (e.g., books, tapes, Internet, resource people, pen pals).	Teacher observation

Grade Level: 2
Unit Theme: Our Global Neighbors (China)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4	a c c a, b, e	Design a program highlighting the Chinese in your neighborhood or the different types of neighborhoods found in China. Research resources (e.g., food, shelter, government, transportation, family structure, currency, waste disposal, clothing, language of China, etc).	Performance assessment; KWL chart
3	a, b	Make a paper doll display of a "Day in the Life of A Chinese Neighbor" and "In My Life".	Teacher observation
4	c, d	Trace the life of an eggroll to show division of labor and resources used.	Create a timeline
1 3	a a, b	Compare and contrast different neighborhoods in China with different neighborhoods in the United States. Create posters, a video, or a book showing the results of the research.	Venn diagram

THIRD GRADE
(Community/Local Government)

The focus of study at the third grade level is the community in a global setting. Because all aspects of social living take place in the community, it provides an excellent laboratory for the study of social life. Social functions such as production, transportation, distribution, communication, and government, including their international connections, need to be emphasized. At the local, national, and international levels, the concepts of *dependence* and *interdependence* can be stressed. The global community must also be given some attention. *Kenya was chosen for the Curriculum Guide, but any other country or culture, one preferably from Africa may be used.* Geographic concepts and skills need to be extended to include the interactions of human beings with the environment. Map reading skills and place location need to be stressed. Emphasis should be given to the study of the history of the local community. The relevant social history and biographies of prominent local citizens are especially important. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

a. Develop an understanding of *community/local government* in relationship to the expanding horizon theme. (C, H, G, E)

b. Describe relationships among people, places, and environments (e.g., local communities and Kenyan, etc.).

c. Describe how human activities alter the environment (e.g., reservoirs, dams, slash and burn forests, construction).

d. Identify historic figures in local communities and explain their characteristics and significance.

e. Describe local community life through history.

f. Compare selected communities in North America and other areas.

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)

a. Define the necessity and purposes of government in a community.

b. Recognize that there are different forms of government in different communities around the world.

c. Explain the purpose of rules and laws and why they are important to a community.

d. Identify some important beliefs commonly held by Americans about themselves and their government (e.g., individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolution, etc.).

e. Explain the most important responsibilities of local government to the community.

f. Identify the role of persons in the executive, legislative, and judicial branches at the local level.

g. Explain why certain civic responsibilities, civic protocol, and historic figures are important to individuals and to the community.

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, a compass, graphs, technology, etc.). **(C, H, G, E)**

a. Demonstrate an ability to use maps and globes to find relative and absolute locations in regard to different communities (e.g., spatial perspective, longitude, latitude, etc.).

b. Demonstrate an ability to show movement of products/people in a community and surrounding areas.

c. Identify time and space relevant to a student's community (e.g., school and community) by using social studies tools (e.g., timelines, maps, etc.).

d. Demonstrate and apply spatial and ecological perspectives in life situations (e.g., locating waste disposal in your community, etc.).

e. Recognize that the world is divided into different communities (e.g., cultural, political, geographic, etc.).

4. Identify the interdependence of economics (self/family, school/neighborhood, and local). (C, H, G, E)

a. Identify the ways in which a community depends upon other communities to provide for its *wants* and *needs* and *goods* and *services* (e.g., goods are objects [car, shampoo], services are actions [auto repair, haircut]).

b. Identify *resources* and *scarcity* of resources within the community (e.g., water, waste disposal areas).

c. Describe the *opportunity costs* of choices made within the community (e.g., jobs and relocation, etc.).

d. Describe the *division of labor* within communities (e.g., timber processing, catfish processing plant, etc.).

**Review italicized words when teaching the concepts.*

Grade Level: 3
Unit Theme: Our Town

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a, c, d, e, f, g	Simulate your town or community by: • setting up a comparable government by having students become local officials utilizing the democratic process • preparing mural replica of the community • creating a model of your community	Rubric
1 3 4	a a, b,c,d a, b, d	Identify ways in which a community depends upon other communities to provide it with goods and services by: • interviewing local manufacturers and farmers to find out why they chose your community and possible opportunity costs of that decision • tracing the route of imported and exported local products or raw materials	Teacher observation; Performance assessment; KWL charts
4	b, c, d	Interview local community members and make a chart showing the different jobs they have.	Performance assessment; Teacher observation; rubric
1 2	c, d a, f	Research and identify the unique characteristics of your community. Create a book for the classroom, a walking tour, a map, or a video of your community.	Performance assessment; Teacher observation; rubric
2	c, d, g	Read "The Boy Who Cried Wolf". Brainstorm real life community situations that pertain to being honest in a community.	Teacher observation

Grade Level: 3
Unit Theme: Our Community Long Ago

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	c, d	Create a timeline of community events of the past.	Performance assessment; Utilizing teacher-based rubric
1	c, d	Role play historical characters in the community using drama props.	Teacher observation
1	c	Research people indigenous to the community.	Performance assessment; Utilizing teacher-based rubric
3	a, b	Research modes of transportation taken by early settlers of the community and trace their points of origin on a globe and/or map.	Performance assessment; Rubric
1 3	a, b,e d	Discuss how early settlers treated their environment and how the environment has been altered by human activities.	Teacher observation
1 4	a a	Trace how early settlers grew from self-sufficiency to interdependence on outside communities.	Performance assessment; Rubric

Grade Level: 3
Unit Theme: Cooperative, Caring, and Considerate Community

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a c	Discuss community and belongingness in the classroom and in the community.	Teacher observation
1 2	a c	As a class, build compliment quilts from construction paper.	Teacher observation
1 2	a c	Celebrate personal occasions.	Teacher observation
1 2	a c	Send kind-o-grams (e.g., posters, letters to classmates, etc.). Send get well cards and classroom happies to classmates and local neighbors.	Teacher observation
4	d	Produce and distribute a "brag" newsletter, highlighting community cooperation, etc.	Teacher observation

Grade Level: 3
Unit Theme: Communities Around the World

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 3 4	b, d, g, h a, c, d a, b	Compare and contrast your community with an African community (Kenya and/or another country (e.g., families, human resources, schools, food, customs, climate, currency, jobs, size, location, exports, imports, waste disposals, etc.).	Performance assessment
3	a, c	Research countries using resource materials (e.g., Internet, library, reference tools).	Performance assessment
1	a	Dress up day. Research folk customs from Kenya.	Teacher observation
4	b	Taste foods from Kenya (and any other African country). Have local resource people speak. (Travel agents are a good resource.)	Teacher observation
3	a, e	Create a map of Kenya.	Performance assessment

FOURTH GRADE
(Mississippi Studies)

The major emphasis of the fourth grade curriculum is on Mississippi as an area of the earth and a political region. Mississippi needs to be defined in terms of physical features, climate, agricultural production, industrial development, and economic productivity. Cultural regions of the past and present need to be included. All the basic social studies tools such as a map, a compass, and a globe need to be utilized. History should be included in units of study to show how Mississippi has changed over time. Economic concepts such as *resources*, *scarcity*, and *exchange* need to be used to show how regions in Mississippi and the world interact. Additionally, civic concepts should be developed and applied to those skills necessary for citizenship participation in a democratic society. Teachers are preparing students to operate successfully in the 21st century. This is done by sensitizing children to many diverse people, cultures, and changing environments. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

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The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

a. Develop an understanding of the *state* in relationship to the expanding horizon theme. (C, H, G, E)

b. Describe the history of people who first lived in Mississippi.

c. Assess the impact of the first European explorers in Mississippi.

d. Evaluate the impact and interactions among all groups throughout the history of Mississippi (e.g., European, African, Asian, etc.).

e. Identify the ideas and individuals that were significant in the development of Mississippi and that helped to forge its unique identity (e.g., cotton as king, Mississippi waterways, music, and literature, etc.).

f. Explain the connections between Mississippi and other United States regions.

2. Acquire the characteristics to be a responsible citizen in the United States and Mississippi. (C, H, G, E)

a. Explain the functions, responsibilities, and history of state government.

b. Explain the process of electing state officials.

c. Identify the officials and their roles in the executive, legislative, and judicial branches of state government, past and present.

d. Explain the student's role in responsible citizenship (e.g., justice, equality, responsibility, freedom, integrity, loyalty, honesty, diversity, compassion, fairness, courage, authority, rule of law, etc.).

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, a compass, graphs, technology, etc.). (C, H, G, E)

a. Identify time and space relevant to the student's environment by using social studies tools (e.g., map of the state, etc.).

b. Describe relationships among people, places, and environments (e.g., the Delta and the blues, etc.).

c. Demonstrate spatial and ecological perspectives to life situations (e.g., location of waste disposals in the state, wetlands, forest areas, etc.).

d. Locate Mississippi in relation to other states.

4. Identify the interdependence of economics (self, family, local, and state). (C, H, G, E)

a. Compare the *resources* and *scarcity* of resources in a local region to other regions in Mississippi (e.g., Delta's rich soil vs. coastal waters).

b. Compare the resources and scarcity of resources of regions in Mississippi to other United States regions.

c. Describe the *division of labor* within the state (e.g., government, industry, agriculture).

d. Describe the *opportunity costs* of choices (value of the best alternative given up) made within Mississippi (e.g., cotton farming vs. soybean, pasture vs. manufacturing, beaches vs. casinos, landfill vs. park, etc.).

e. Match the environment (e.g., climate, soils, landforms) of Mississippi regions with economic activities (e.g., agriculture, forestry, fishing, shipping, industry).

**Review italicized words when teaching the concepts.*

Grade Level: 4
Unit Theme: Where Are We?

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3 1	a, b, c e	Draw a map or mural of the Earth, Western Hemisphere, United States regions, Southeastern states, Mississippi, county, city, and school.	Rubric
3	a, b	Identify the hemispheres and the appropriate location of the continents.	Teacher observation; Criterion-referenced assessment
3	a, b	Use two colors of yarn to form longitude and latitude on the playground.	Teacher observation
3	a, b, c	Draw a map of the Earth showing the seven continents, four oceans, and cardinal directions.	Rubric
3 4	a,b, c, a, d	Collect and sort political, physical, and product maps of Mississippi.	Teacher observation; Rubric
3	a, b	Discuss and collect pictures to represent people, places, and environments of Mississippi.	Criterion-referenced assessment
3	a, b	Draw a map of the United States and color Mississippi.	Teacher observation; Criterion-referenced assessment
3	a, b	Use a Mississippi highway map to locate county, city, capitol, and other important locations.	Criterion-referenced assessment
3	a, b	Distribute blank Mississippi maps for students to draw the main rivers.	Criterion-referenced assessment
3 1	a,b,c,d e	Create a map of the United States and color each geographic region or have students ice a cake of the appropriate regions.	Criterion-referenced assessment
3 4	a, b, c d	Provide maps of the geographic regions of Mississippi and have students color each region a different color.	Teacher observation
3	a, b	Make puzzles from these colored maps.	Teacher observation
3	a, b	Make cookies in the shape of Mississippi and frost each region as the teacher calls it out. Eat each region as the teacher calls it out.	Teacher observation
3 1	a, c, d e	Draw an enlarged map of the geographic regions. Discuss the connection between regions.	Criterion-referenced assessment
3	a, b, c	Locate and compare resources such as climate,	Criterion-referenced

4	a, c, d, e	soils, landforms, etc., among the regions.	assessment
4	e	Play a game. Assign each student a Mississippi product that is exported to another state. Discuss what happens to their product when there is a natural disaster.	Teacher observation

Grade Level: 4
Unit Theme: Mississippi—Then and Now

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3	a a, b	Divide the class into three groups, each group representing the major Native American tribes of Mississippi. Research and have reports in skit form. Draw a pictorial map of Mississippi and show where each tribe lived, including minor and major tribes.	Rubric; Criterion-referenced assessment
1 3 4	a b a, d	Draw Venn diagrams comparing three (3) major tribes (e.g., agriculture, home, life, hunting, legends, music, games, etc.).	Criterion-referenced assessment; Constructed response
1 3	a b	Write a pictorial story about their favorite Mississippi Native American tribe.	Constructed response
1 3	a,b,c a	Begin a permanent timeline (paper t-shirts, long strips of paper, or paper shapes of Mississippi) of events in Mississippi history.	Teacher observation
1 3	a,b, c b	Compare and contrast the explorations of Mississippi by the Spanish, French, and British explorers (Venn diagram).	Constructed response
1 3	a,b,c b	Divide the class into three (3) groups of explorers (Spanish, French, and British) for research and skits.	Criterion-referenced assessment; Rubric
1 3	a, b,c b	Write a journal about your imaginary travels with one of the early explorers and your first impressions of the Native Americans. Read students actual historical accounts of encounters.	Constructed response
1 3 4	c, d b, c b	Divide the class into groups to research important facts before, during, and after the Civil war. Create a mural or booklet.	Criterion-referenced assessment; Constructed response
3	a, b, c	Visit historic sites in Mississippi (e.g., Old Capitol Museum, Governor's Mansion, etc.).	Teacher observation
1	c, d	Each student selects one famous Mississippian from a name bank. Make a report and illustrate. Prepare a mini-skit to present to class. Share main details.	Criterion-referenced assessment; Rubric; Constructed response
3	a	Collect pictures representing Mississippi. Arrange on a bulletin board.	Teacher observation
3	a, b	Sort and chart writers, musicians, entertainers, politicians, etc., on a map of Mississippi.	Teacher observation; Criterion-referenced assessment

Grade Level: 4
Unit Theme: A Democratic Government

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 3	a, c a	Draw a diagram of the functions and responsibilities of the state government. Include the names of people serving in those positions.	Teacher observation; Criterion-referenced assessment
2 4	c b	Identify the elected officials and discuss their roles in state government. Construct a diagram.	Teacher observation; Criterion-referenced assessment
2	a, c	Invite speakers to visit the class to discuss their job in the state government.	Teacher observation
2	d	Research the process of electing state officials.	Rubric
2	d	Have students participate in a mock election. Select the office for which they are running, their platform, and their campaign.	Teacher observation
2	b, d	Vote in the mock election and tally the results.	Criterion-referenced assessment; Constructed response

Grade Level: 4
Unit Theme: Made in Mississippi

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3 4	a, b, c a, d	Create a map of Mississippi, including products and resources. Research why products and resources are in a particular region.	Rubric
1 3 4	c b d	Research Mississippi products (e.g., catfish, rice, etc.). Plot on a world map where products are shipped. Host a "Made In Mississippi Day."	Criterion-referenced assessment; Open-response tasks
3 4	b a	Research and create a chart or poster describing important Mississippi resources or scarce resources.	Rubric; Criterion-referenced assessment
3 4	b b	Create posters describing agricultural, industrial, rural, and urban communities in Mississippi.	Rubric; Criterion-referenced assessment; Open-response tasks
1	e	Map the routes of Mississippi produced goods to other regions of the United States.	Rubric; Criterion-referenced assessment

FIFTH GRADE
(United States Studies)

The fifth grade course of study focuses on the collective heritage of the people of the United States and the foundation of the American democratic society. The major emphasis of fifth grade United States Studies is on geography through the study of North American history, beginning with the Ice Age. Students will examine early settlements, the development of early colonization of various groups and the impact of those groups on the forming of our democratic nation.

The course will develop citizenship education through the study of ideals, principles, and practices of citizenship in a democratic society. Students will become familiar with the geography and economic development of various regions of the United States. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school districts.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Investigate the causes and nature of various movements of large groups of people into and within the United States, past and present. (H, G)

a. Identify the groups and causes of migration into North America and groups already settled in North America, beginning with the Ice Age.

b. Determine the impact of migration, colonization, and immigration to the United States (e.g., Native Americans, Europeans, Africans, etc.).

c. Analyze the territorial expansion of our nation (e.g., Westward Expansion, addition of states and territories, etc.).

2. Discover how democratic values were established and how they have been exemplified by people, events, and symbols. (C, H)

a. Determine how democratic principles developed.

b. Compare our democratic principles to those of non-democratic nations.

3. Analyze spatial and ecological relationships between people, places, and environments using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). (G)

a. Identify the historical meaning of "national" and "state" boundaries (e.g., Native American, colonial, etc.)

b. Identify major United States cities, waterways, and landforms (e.g., Great Lakes, Grand Canyon, Mississippi River, etc.).

c. Identify and locate on a United States map each state and its capital.

d. Define and describe United States regions and explain selected regional criteria (e.g., natural resources, climate, landforms, selected cultures, etc.).

e. Measure distances on a variety of maps (e.g., map scales).

f. Analyze geographic information using varied resources (e.g., graphs, timelines, tables).

g. Recognize cardinal directions.

h. Evaluate land use with a topographical map (e.g., farming, industry, etc.).

i. Explain the effects of and preparations for a natural disaster (e.g., earthquake, tornado, hurricane, Dust Bowl, etc.).

4. Examine how the government, established by the Constitution, embodies the purposes, values, and principles of United States democracy. (C, H)

a. Explain how the powers of the national government are distributed, shared, and limited.

b. Identify people, places, documents, and events that led to the establishment of a democratic system (e.g., The Founding Fathers, Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, etc.).

5. Analyze the ideals, principles, and practices of citizenship in a democratic society. (C, H)

a. Explain the meaning of American citizenship (e.g., change in definition of citizen over time).

b. Identify the traits of character that are important to the preservation and improvement of American constitutional democracy (e.g., courage, honesty, individual responsibility, compassion, patriotism, loyalty, freedom, integrity, fairness, justice, equality, diversity, authority, and rule of law, etc.).

c. Identify civic rights and responsibilities (e.g., voting, paying taxes).

d. Define civic life, politics, and government.

e. Evaluate the necessity and purpose of government.

f. Explain the purposes of a constitution and the conditions essential for a flourishing constitutional government.

6. Examine the interaction of individuals, families (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the American economy. (G, E)

a. Compare and contrast human and physical factors that affected economic development in various regions (e.g., households, businesses, banks, government agencies, labor unions, and corporations).

b. Identify how economics can serve as a motivation for human behavior.

Grade Level: 5
Unit Theme: Geography of the USA

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3 6	a b,c,d b	Apply and analyze the five (5) themes of geography by using geographic tools at the local, state, and national level.	Teacher observation
3	a,b,c,e, f, g, h	Create a map, locate, and label the states and capitals of the United States.	Rubric
3 6 6	b, d a b	Using a variety of materials (e.g., clay, felt, pipe cleaners, etc.), create a physical map of the regions of the United States of America.	Rubric
3	i	Design an escape route from the classroom in the event of a natural disaster in different regions of the United States (e.g., earthquake-California, tornado-Mississippi, etc.).	Rubric
3 6	a, b, h a, b	Have students in small groups research the different products of regions of the United States and present to the class their findings. The presentation could include the physical geography, locations of interest, and other topics.	Rubric
3 6	a, b, c a	Have students ice a cake of the different regions and physical features of the United States.	Rubric

Grade Level: 5
Unit Theme: Cultural Interaction

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3	a e, f, g	Trace, on a map, the movements of groups of people beginning with the Ice Age.	Teacher observation
1	a	Using a variety of resources, identify and analyze cultural aspects of all groups (reasons for migration, exploration, and settlement): • literature (e.g., folk tales, myths, legends, historical fiction) • artifacts • architecture • primary and secondary sources	Constructed response; Enhanced multiple choice; Rubric
1	a, b	Examine the interaction between explorers/ settlers and the Native Americans through: • literature • journal entries • role play • debate • oral history	Student participation; Teacher observation
1	a, c	Track immigration patterns of various cultural groups (e.g., African slaves, Asian and European immigrants, etc.) into and within the U.S. and analyze the interaction through: • creating charts and graphs • making a graph of immigrants in your hometown, community, and state • researching Ellis Island • discovering origins and/or patterns of immigration reading a variety of children's literature depicting issues dealing with movements of people into/within the United States	Rubric; Open-response task

Grade Level: 5
Unit Theme: Foundations of Democracy

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 4	a, b a, b	Illustrate and evaluate the meaning of the words and/or phrases contained in the Preamble, Bill of Rights, the Constitution, and Amendments to the Constitution of the United States.	Rubric; Checklist of requirements
2 4 5	a, b b e, f	Analyze the strengths and weaknesses of the Articles of Confederation compared to the Constitution through debates, charts, and diagrams, and primary resources.	Teacher observation; Rubric
4	a	Use a newspaper to examine/discover how our government powers are distributed, shared, and limited: • cut and sort articles/headings into the three (3) branches of government • identify and cut out vocabulary words used in unit • read articles and decide which amendment applies to the issue discussed	Rubric; Group evaluation; Teacher observation
5	a, b, c	Implement a citizenship program: • Offer good citizens slips • Word of the week/month • Keep a journal • Create a citizenship dictionary • Chart on a graph evidence of civic responsibility • Initiate service learning projects "Adopt" a program	Rubric
5	a, b, c, d, e, f	Compare the changing role of and elements of the following: • a good citizen	Criterion-referenced assessment; Rubric

		• a good government • purpose of government	
5 6		Have students create the government of a new country. Students must include who can be a citizen, the type of government, economic system, etc. Students should discuss/debate which country has a better system and then compare their role to the founding fathers.	Teacher observation; Rubric

Grade Level: 5
Unit Theme: A New Country

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 4	b b	Brainstorm reasons people have rules and laws, and apply reasons to early colonists and students today. Create a classroom compact based on the principles of the Mayflower Compact.	Teacher observation
4	b	Compare and contrast colonial and modern time periods: • family and individual responsibilities • economy • forms of government • culture • education • citizenship	Venn diagram
2 6	b a	Research and create a project/presentation on an important person, place, document, or event in the colonial period and share with the class	Rubric
2 4	b b	Based on the events that led to the Revolution: • compare/contrast a patriot and loyalist through Venn diagrams, charts, journal entries • debate the issue of independence • create a flow map or timeline of events • role play • dramatize events such as the Boston Tea Party, Continental Congress, signing of the Declaration of Independence • keep a journal • write a story about what it would was like to have been a child in the colonial period	Venn diagram; Rubric

Grade Level: 5
Unit Theme: Expansion of A New Nation

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 6	c a	Experiment with overcrowding to experience the need for expansion (e.g., tape off an area of floor in the classroom and choose students to fill this area to capacity and brainstorm problems due to overcrowding).	Rubric; Criterion-referenced assessment
6	a	Analyze how a changing economy affected expansion: • Examine the advantages of mass production by having students experiment with an assembly line • Divide the class into groups and present the economic benefits of a particular invention (e.g., spinning wheel, flatboat, cotton gin, steam boat, railroad, and canals) • Keep a journal documenting experiences of the Oregon Trail, travels on train, boat, or stagecoach, and how transportation has helped increase the size and population of our nation	Presentation; Criterion-referenced assessment
1 3	a,b,c a	Have students research the period of expansion. In small groups, create a list of supplies necessary and plan a route to an area that was settled: • Using maps and historic resources, decide why certain regions were settled during this time • Create advertisements for areas being settled • Write a journal as if you were a settler going to a new area • Use a simulation activity or technology to plan and plot the journey. Have students act out the roles of the settlers	Rubric; Presentation

Grade Level: 5
Unit Theme: The Story Continues

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
6 5	b e	Compare and contrast viewpoints of the North and South. Debate the causes of the Civil War.	Teacher observation; Criterion-referenced assessment
1 2 3 4 5 6	a, b, c a, b a, b c,d, e f,g,h, i a, b a, b, c, d, e, f a, b	Discuss and evaluate the people, trends, and events of the 20th century and their impact on the United States.	Teacher observation; Criterion-referenced assessment; Open-ended task; Open-response task; Rubric

SIXTH GRADE
(Western Hemisphere Studies)

Using geography as a framework, the sixth grade course of study focuses on the cultural and historical developments in the Western Hemisphere with emphasis on the neighbors of the United States. The course content will be structured to provide a foundation for understanding global affairs and hemispheric concerns including current situations. The differing physical landscapes of the Western Hemisphere will be examined. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Examine characteristics of various societies in the Western Hemisphere and trace their development. (C, H)

a. Investigate the history and cultures of the regions of the Western Hemisphere (e.g., Canada, North America, Middle America, South America, and Antarctica).

b. Compare and contrast the development of the United States with the development of other countries in the Western Hemisphere (e.g., Canada, Mexico, etc.).

2. Apply spatial and ecological perspectives to people, places, and environment using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, E)**

a. Identify the position of the United States in relation to other countries in the Western Hemisphere (e.g., mapping Western Hemisphere, etc.).

b. Analyze the human characteristics of places in the Western Hemisphere (e.g., homes, clothing, religion, and other cultural characteristics).

c. Describe and compare population settlement patterns during different periods and in different regions of the Western Hemisphere (e.g., Mayan Empire, Aztec Empire, Native American regions, etc.).

d. Analyze the physical characteristics of places in the Western Hemisphere (e.g., climate, resources, etc.).

e. Describe ecosystems and the differences between them throughout time.

f. Analyze migration patterns of people over time in the Western Hemisphere (e.g., triangular trade, immigration, etc.).

g. Identify and analyze the primary geographic causes for world trade.

h. Measure distances on a variety of maps.

i. Interpret special purpose maps (e.g., climate, vegetation, population).

j. Analyze information using social studies tools (e.g., graphs, maps, charts, tables).

3. Analyze civic life, politics, and government. (C, H)

a. Describe the essential characteristics of democracy, socialism, and communism, as found in the countries of the Western Hemisphere.

b. Trace the evolution of political organizations in the Western Hemisphere (e.g., Organization of American States, etc.).

c. Assess the interactions of nations over time in the Western Hemisphere (e.g., political conflicts, commerce, transportation, immigration, etc.)

4. Examine the economic interactions of individuals, families, communities, businesses, and governments in the Western Hemisphere. (E)

a. Determine the factors associated with the production of goods and services in the Western Hemisphere (e.g., trade, interdependence, supply, demand).

b. Determine the factors associated with the consumption of goods and services in the Western Hemisphere (e.g., trade, interdependence, supply, demand).

Grade Level: 6
Unit Theme: Canada

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions and research the historical backgrounds (e.g., exploration, settlement, and culture).	Rubric; Constructed response
1	a, b	Conduct research to portray explorers, colonists, cultural conflicts using primary and secondary sources.	Rubric; Performance assessment
2	a, b, c, d, e f, g, h, i, j	Chart/graph comparisons between the United States and the regions of Canada (e.g., population, land areas, climate, topography).	Rubric; Venn diagram
3	a, b, c	Define the form of government in the theme country and discuss the development of the evolution of political organizations (e.g., British-common wealth).	Enhanced multiple choice; Selected response
3	a, b, c	Use current events to assess interactions between Canada and the United States (e.g., environment, immigration, commerce).	Grade summary of articles; Constructed response
4	a, b	Explain the concept of supply and demand. Explain the concept of goods and services. List the products of the theme country, and select those most influential in producing a stable economy. • timber • fishing • tourism • manufacturing • agriculture	Rubric; Teacher observation
2 4	j a, b	Design graphics to demonstrate export/import interactions as associated with goods and services.	Rubric
1 2	a, b j	Create a timeline of important historical events.	Rubric; Teacher observation
1 2	a, b j	Create a Venn diagram of important United States and Canadian historical events.	Venn diagram; Rubric

Grade Level: 6
Unit Theme: Mexico

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions and research the historical backgrounds (e.g., exploration, settlement, and culture). Create posters and timeline of major events.	Rubric; Constructed response
1	a, b	Research and role play the explorers.	Performanceassessment
1	a, b	Divide students into groups to research the first inhabitants of Mexico.	Rubric; Teacher observation
2	a, b, c, d, e f, g, h, i, j	Chart/graph comparisons between the United States and the regions of Mexico (e.g., population, land areas, climate, topography.	Rubric; Criterion-referenced assessment
3	a, b, c	Define the form of government in Mexico and discuss the development of evolution of political organizations and their combined history with the United States (e.g., Mexican-American War).	Matching/multiple choice; Selected response
3	a, b, c	Use current events to assess interactions between Mexico and the United States (e.g., environment, immigration, commerce).	Constructed response; Rubric
4	a	Explain the concept of supply and demand. Explain the concept of goods and services. List the products of the theme country. Select those most influential in producing a stable economy. • tourism • manufacturing • agriculture	Performance assessment; Rubric
2	b, d	Research & debate issues that affect the area: • environmental (e.g., Rio Grande) • social (e.g., immigration issues) • political (e.g., NAFTA)	Teacher observation
4	a	Design an export/import interaction game of Mexico as associated with goods & services.	Rubric

Grade Level: 6
Unit Theme: Middle America including the Caribbean Islands

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions. Research the historical backgrounds (e.g., exploration, settlement, and culture).	Rubric; Constructed response; Criterion-referenced assessment
1	a, b	Conduct research to portray explorers, colonists, cultural conflicts.	Rubric; Performance assessment
2	a, b, c, d, e f, g, h, i, j	Chart/graph comparisons between the United States and the regions of Middle America and the Caribbean Islands—population, land areas, climate, topography.	Rubric; Criterion-referenced assessment
3	a, b, c	Define the form of government in the theme country. Discuss the development of evolution of political organizations (e.g., Cuban-communism).	Enhanced multiple choice; Selected response
3	a, b, c	Use current events to assess interactions among nations of Middle America, Caribbean Islands, and the United States (e.g., environment, immigration, commerce).	Constructed response; Selected response
4	a	Explain the concept of supply & demand. Explain the concept of goods and services. List the products of the theme country and select those most influential in producing a stable economy. • fishing • tourism • manufacturing • agriculture	Constructed response; Selected response
2	b, d	Research & debate issues that affect the area. • environmental • social • political	Rubric
4	a	Design graphics to demonstrate export interactions as associated with goods using the top three (3) goods from each country. Locate areas to which good are exported.	Rubric

Grade Level: 6
Unit Theme: South America

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Locate selected areas/regions. Research the history of these areas (e.g., exploration, settlement, and culture). Create a timeline.	Rubric; Constructed response; Criterion-referenced assessment
1	a, b	Conduct research and debate the role of explorers, colonists, and natives in conflicts in South American history.	Rubric; Performance assessment
2	a,b,c,d, e f,g,h,i, j	Chart/graph comparisons between the United States and the regions of South America—population, land areas, climate, topography.	Rubric
3	a, b, c	Define the form of government in the theme country and discuss the development of the evolution of political organizations.	Selected response; Constructed response
3	a, b, c	Use current events to assess interactions among nations of S. America (commerce, politics, environment, immigration, holidays).	Rubric; Constructed response; Selected response
4 2	a g	Explain the concept of supply and demand. Explain the concept of goods and services. List the products of the theme country and select those most influential in producing a stable economy. • timber • tourism • agriculture	Rubric; Constructed response; Teacher observation; Selected response
2	b, d	Research and debate issues that affect the area. • environmental (e.g., rainforest) • social • political	Rubric
2	b, d, e	Using the Internet, research the impact of deforestation of the rainforest and what factors are contributing to or inhibiting the destruction of the area.	Rubric
2 4	j a	Design graphics to demonstrate export/import interactions as associated with goods and services.	Rubric

Grade Level: 6
Unit Theme: Antarctica

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Research the historical backgrounds of the areas/region (e.g., exploration, settlement) of Antarctica.	Constructed response
1	a, b	Conduct research and role play the different explorers.	Rubric
2	a,b, c, d, e f, g, h, i, j	Chart/graph comparisons between the United States and the regions of Antarctica (e.g., population, land areas, climate, topography).	Rubric; Criterion-referenced assessment; Performance assessment
3	c	Use current events to assess interactions among nations of the Western Hemisphere—environment.	Constructed response
1 2	a a,b,c, d, e, h	Research and map the location of the different outposts located on Antarctica and sponsoring country.	Rubric; Teacher observation
1 2 3 4	a d, j b, c a, b	Divide students into groups to research different factions debating the future of Antarctica. For example: • environmentalist • business developer (mining) • tourism developer • waste disposal company (nuclear)	Teacher observation

(Outline of A Chronological Format for the Course)

Unit Theme(s):

- Geography of Western Hemisphere
- Early Civilizations
  (e.g., Teotihuacan Kingdom, Mayan Civilization, Toltec Civilization, Aztec Kingdom, Incas, Native America tribes, etc.)
- Cultures Collide: Age of Exploration and Expansion
  (e.g., Europeans in the New World, slave trade, etc.)
- Spanish Domination of Central and South America
  (e.g., Influence of Christianity, etc.)
- Independence and Revolution
  (e.g., Revolt in Haiti: 1804, Mexico: 1810, Canada: 1837, etc.)
- The National State: Since World War I
  (e.g., economic growth of Latin America, the development of Canada, etc.)
- Democracy and Dictatorship
  (e.g., Castro-Cuba, The Perons-Argentina, etc.)
- Today in the Western Hemisphere
  (e.g., NAFTA, rainforest, pollution, etc.)

SEVENTH GRADE
(Eastern Hemisphere Studies to 1750)

Using geography as a framework, the seventh grade course of study focuses on the cultural and historical developments in the Eastern Hemisphere with emphasis on Asia, Africa, Europe, Australia, and the Islands of the Pacific. The course content will be structured to provide a foundation for understanding global affairs. The course will have units of study that focus on the development of the Eastern Hemisphere to 1750. The differing physical landscapes of the Eastern Hemisphere will be examined. Skill development will include, but not be limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school districts.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Examine characteristics and development of various societies in the Eastern Hemisphere prior to 1750. (H)

a. Investigate the history of the following: Asia, Africa, Europe, Australia, and Islands of the Pacific (e.g., early man, Greeks, Romans, etc.).

b. Analyze various Eastern cultures: Asia, Africa, Europe, Australia, and the Islands of the Pacific (e.g., religion, language, customs, contributions, etc.).

2. Apply spatial and ecological perspectives to people, places, and environment using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(H, G, E)**

a. Locate early civilizations in the Eastern Hemisphere (e.g., river civilizations, Greeks, Romans, etc.).

b. Analyze the human characteristics of places in the Eastern Hemisphere.

c. Describe and compare population settlement patterns during different periods and in different regions of the Eastern Hemisphere (e.g., river civilizations, etc.).

d. Analyze the physical characteristics of places in the Eastern Hemisphere.

e. Map the development and spread of religions in the Eastern Hemisphere (e.g., Christianity, Islam, Buddhism, etc.).

f. Describe ecosystems and the differences between them throughout time.

g. Analyze migration patterns of people over time in the Eastern Hemisphere (e.g., Roman Empire, Explorers, etc.).

h. Identify the primary geographic causes for world trade.

i. Measure distances on a variety of maps.

j. Interpret special purpose maps (e.g., climate, vegetation, population, historical, etc.).

k. Analyze information using social studies tools (e.g. graphs, maps, charts, tables, etc.).

3. Analyze civic life, politics, and government. (C, H)

a. Describe the essential characteristics of democracy, theocracy, and socialism as found in the countries of the Eastern Hemisphere (e.g., monarchy, dictatorship, republic, dynasty, etc.).

b. Trace the evolution and impact of political movements and organizations in the Eastern Hemisphere (e.g., rise and fall of Roman Empire, Mongol rule, Ottman Empire, etc.).

c. Assess the interactions of nations over time in the Eastern Hemisphere (e.g., political conflicts, commerce, transportation, immigration, etc.).

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

4. Examine the economic interactions of individuals, families, communities, businesses, and governments in the Eastern Hemisphere prior to 1750. (E)

a. Determine the factors associated with the production of goods and services in the Eastern Hemisphere (e.g., trade, interdependence, supply, demand).

b. Determine the factors associated with the consumption of goods and services in the Eastern Hemisphere (e.g., trade, interdependence, supply, demand).

c. Describe the essential characteristics of capitalism, socialism, and mixed economies in the Eastern Hemisphere.

Grade Level: 7
Unit Theme: Europe

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions and research the historical backgrounds (e.g., expansion, settlement, culture, and religion).	Constructed response; Selected response
1	a, b	Create a timeline of major European events in world history.	Rubric
1	a, b	Divide students into two (2) groups to research Athens and Sparta. Host a debate. The objective of the debate is to recruit the teacher to settle in one of the cities.	Teacher observation; Constructed response; rubric
1	a, b	Have students research the influences and contributions of Ancient Rome on modern civilization. Create posters.	Rubric; Performance assessment
1 2	a, b a, b, c, e, i, k	Research and create maps tracing the routes of the Crusades.	Rubric
1	a, b	Divide students into the different social classes of the Medieval Period. Research and create presentations for the class on each group.	Rubric; Teacher observation
1 2	a, b k	Conduct research for presentations on territorial and religious conflicts (e.g., Inquisition, Crusades, Reformation).	Rubric; Performance assessment
2	a, b, c, d, e f, g, h, i, j, k	Chart/graph comparisons among the nations and the regions of Europe—populations, land areas, climate, topography, and languages (e.g., changing political boundaries of Europe in history, etc.).	Constructed response
3	a, b, c	Define the forms of government in Europe. Discuss the evolution of political organizations and the development of nations.	Enhanced multiple choice; Selected response; Teacher observation
3	a, b, c	Using historical resources, assess interactions among nations of the Eastern Hemisphere (e.g., environment, immigration, commerce, and conflicts).	Constructed response; Rubric

4	a, b	Explain the concept of supply and demand. Explain the concept of goods and services. Analyze the impact of the following on the development of Europe. Design graphic representations of findings. • agriculture • Feudalism • trade and exploration • Industrial Revolution	Constructed response; Selected response

Grade Level: 7
Unit Theme: Asia

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions (China, Japan, India) and research the historical backgrounds (expansion, settlement, culture, religion).	Selected response; Constructed response; Criterion-referenced assessment
1 2	a, b a, c	Create timeline using computer. Let students choose important Asian history events.	Teacher observation
1 2	a,b a, b, c, d, g, h, i, j, k	Create a salt map of Asia's topography. Have students analyze why certain areas were settled, why trade routes were developed in certain areas, etc.	Teacher observation; Rubric
1 2 3	a, b b, e i c	Have students research Hinduism, Buddism, Taoism, and Confusianism. Create a map and give presentations.	Venn diagram; Rubric
1 2 3 4	a, b a, k a, b, c b	Divide students into groups to research early China and Japan (e.g., government, language, religion, etc.). Have students to create a Venn diagram on butcher paper.	Venn diagram, Rubric; Criterion-referenced assessment
1 2 3	a, b, k a	Have students research the lives of Marco Polo, Ghengis Khan, and other famous leaders of Asia. Have them create a tv show interviewing these famous leaders.	Teacher observation; Open-ended task
1	a, b	Conduct research for presentations on territorial & religions conflicts (e.g., India's caste system, dynasties of China, etc.).	Rubric; Performance assessment
2	a, b, c, d, e, f, g, h, i, j, k	Chart/graph comparisons among the nations & regions of Asia—populations &languages.	Rubric
3	a, b, c	Define the forms of government in Asia and create a chart.	Enhanced multiple choice; Selected response; Rubric
3	a, b, c	Using historical resources, assess interactions among nations of the Eastern Hemisphere based on environment, immigration, and commercial interaction.	Constructed response; Rubric
4	a	Explain the concept of supply and demand and goods and services. Create a map of	Constructed response; Rubric; Criterion-

		major Asian trade routes.	referenced assessment

Grade Level: 7
Unit Theme: Africa

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions of Africa. Research the historical backgrounds (e.g., expansion, settlement, culture, and religion) of each area. Create a publication series of books on the history of each area.	Rubric; Constructed response; Criterion-referenced assessment
1	a, b	Conduct research to make presentations on territorial & colonial conflicts in African history	Criterion-referenced assessment; Rubric
2	a, b, c, d, e, f, g, h, i, j, k	Chart/graph comparisons among the nations and the regions of Africa (e.g., populations, land areas, climate, topography, languages).	Rubric
3	a, b, c	Define the forms of government in Africa. Discuss the evolution of political organizations.	Enhanced multiple choice; Selected response; Rubric
3	a, b, c	Using historical resources, assess interactions among nations of Africa—environment, immigration, and commerce.	Constructed response; Rubric
4	a	Explain the concept of supply/demand, goods/services, and silent trade. Research why Africa was an important trade area in ancient history.	Constructed response; Enhanced multiple choice
1 2	a, b	Divide students into groups to research the kingdoms of western Africa and make presentations with visuals to the class.	Teacher observation; Rubric
1	a, b	Create maps showing the topography, trade routes, and migration routes throughout African history.	Teacher observation; Rubric; Criterion-referenced assessment;
1	a, b	Create timeline using a clothesline."Pin" each major event in African history on the line.	Teacher observation; Rubric; Criterion-referencedassessment
1	a, b	Have students research the contributions of Africa to the world and create a chart.	Rubric; Constructed response
1	a, b	Research the Egyptians. Create a cartouche, pyramid or other symbol of ancient Egypt.	Rubric; Criterion-referenced assessment

1 2	a g, i	Research and discus the history and impact of the African slave trade.	Rubric

Grade Level: 7
Unit Theme: Australia and the Pacific Rim Islands

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Divide the students into groups to locate selected areas/regions and research the historical backgrounds (e.g., expansion, settlement, culture, and religion).	Constructed response; Rubric
1	a, b	Conduct research to make presentations on migration to the islands and within the islands.	Criterion-referenced assessment
2	a, b, c, d, e, f, g, h, i, j	Chart/graph comparisons among Australia and the islands of the Pacific Rim (e.g., populations, land areas, climate, and topography).	Rubric
3	a, b, c	Define the forms of government in Australia and the Pacific Rim. Discuss the evolution of political organizations.	Enhanced multiple choice; Selected response; Rubric
3	a, b, c	Use current events to assess interactions among Australia and the islands of the Pacific Rim (e.g., environment and commerce).	Constructed response; Rubric
4	a	Explain the concept of supply and demand. Explain the concept of goods and services. Analyze the economic impact of the following on the development of Australia and the Pacific islands: • settlement • trade	Rubric; Criterion-referenced assessment

(Outline of A Chronological Format for the Course)

Unit Theme(s):

- Early Man
- Ancient Civilizations
  (e.g., Egypt, Mesopotamia, India, China)
- Classic Civilizations
  (e.g., Greeks, Romans)
- The Middle Ages
  (e.g., Feudalism, Byzantine Empire, etc.)
- The Transition from Medieval to Modern
  (e.g., Renaissance, Reformation, Rise of Monarchs, Exploration, etc.)

EIGHTH GRADE
(United States History to 1877)

The eighth grade course of study focuses on the historical development of the United States from Pre-Columbian time to Reconstruction. Examining the events involving Native Americans and various European settlers, students will understand origins of political ideas which led to the development of our democratic society. Students will discover how conflicts over political and economic ideologies marked the course of United States history through the Reconstruction period.

Civic concepts necessary for citizenship participation in a democratic society will be developed. The study of history will show how Americans have been affected by past events. Geographic tools will be used to analyze spatial relationships in the environment of the United States. Economic concepts will be utilized to show how regions of the United States developed their own distinct identity. Skill development will include, but is not limited to, the interpretation and application of maps, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (C, H, G, E)

a. Examine the Pre-Columbian societies of North America.

b. Examine the exploration and colonization periods of the United States.

c. Identify the causes and effects of the American Revolution.

d. Describe the sequence of events that led to American victory.

e. Identify reasons for immigration to the United States.

f. Identify the causes and effects of the Industrial Revolution.

g. Identify the causes and effects of the Western movement.

h. Explain how the expansion of slavery led to regional tension.

2. Analyze the development of the foundations of American democracy. (C, H)

a. Compare and contrast the major documents that laid the foundation for democracy (e.g., Declaration of Independence, Articles of Confederation, the United States Constitution, etc.).

b. Examine the development of rights and responsibilities established through historical documents (e.g., Bill of Rights, etc.).

3. Evaluate the impact of the Civil War and Reconstruction on the United States.(C, H, G, E)

a. Identify the causes and effects of the Civil War and the Reconstruction.

b. Describe the sequence of events that led to the Union victory.

4. Analyze spatial and ecological relationships between, people, places, and environments using social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). (C, H, G, E)

a. Analyze the patterns of migration (e.g., Native Americans, 49ers)

b. Trace the exploration and expansion from the Old World to the New World.

c. Trace the shift in United States society from agricultural/rural to industrial/urban.

d. Trace patterns of movement within the continental United States (e.g., Western expansion, etc.).

e. Measure distances on maps and globes.

f. Interpret special purpose maps (e.g., historical, population, etc.).

g. Analyze information using social studies tools (e.g., graphs, maps, charts, tables, political cartoons, etc.).

h. Evaluate the consequences of human migration and territorial expansion.

i. Explain how human processes contribute to changes in ecosystems (e.g., pollution, etc.).

5. Identify how the government established by the Constitution embodies the purposes, values, and principles of American democracy. (C, H)

a. Explain how and why powers are distributed and shared between national and state governments in the federal system.

b. Explain how political parties provide opportunities for citizens to participate in the political process.

c. Explain the essential fundamentals of American constitutional government.

d. Recognize the importance of the "rule of law" for the protection of individual rights and the common good.

e. Analyze the political values and principles of American democracy as expressed in basic documents (e.g., Declaration of Independence, United States Constitution, Bill of Rights).

6. Analyze the ideals, principles, and practices of citizens in a democratic society. (C)

a. Assess the importance of certain traits of character in a democracy (e.g., civility, persistence, nationalism, integrity, courage, common good, loyalty, honesty, fairness, justice, equality, responsibility, freedom, diversity, compassion, authority, etc.).

b. Evaluate the value and challenge of diversity in American life.

c. Determine origins and resolutions of political conflict in the United States.

7. Examine the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy. (G, E)

a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.).

b. Recognize the economic factors that influenced the development of the federalist system (e.g., Hamilton's assumption of the national debt).

Grade Level: 8
Unit Theme: Cultures Meet

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	a a	On a map of the world, trace the migration routes of Native Americans.	Teacher observation; Rubric
4	a, b, d, g, h, i	Make a chart of Native American cultures within the United States (e.g., location, etc.), and create a map showing the location of different tribes. • Create a Native American artifact. • Depict a Native American village of a particular tribe. • Write a short essay to explain how democratic principles found in Native American cultures and their influence. • Explain the role of Native Americans in our society today.	Teacher observation; Criterion-referenced assessment
1 4	b b, d	Research the effects of the Exploration Period.	Rubric
4	b, d, g	On a map, draw routes of early explorers. Choose an explorer(s) and write a log of your journey and draw a map indicating your route to the New World. On a map of North America, locate areas claimed by the various explorers (use different colors).	Rubric; Criterion-referenced assessment
1	e	Make a chart including explorers from the various European nations (e.g., country, date, area explored, results).	Enhanced multiple choice; Selected response; Rubric
1	b	Read available primary source materials on various explorers.	Teacher observation; Rubric
7	b	Write a short essay explaining the role of economics as a motivation for exploration using historical examples.	Teacher observation; Rubric

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Grade Level: 8
Unit Theme: Colonization and Revolution

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	b b, d, g	On a map of North America, locate and label the areas settled by the various European countries.	Rubric; Criterion-referenced assessment
1 7	e a, b	As a group, make a list of reasons colonists settled in the New World. Classify the reasons as political, social, economic, or geographic. From a list of colony characteristics, classify as whether it describes the New England, Middle, or Southern colonies.	Rubric; Teacher observation
4	e, g	Draw a map of the original thirteen (13) colonies and classify each as a New England, Middle, or Southern colony.	Criterion-referenced assessment; Teacher observation
1 4	b g	On a chart, compare the lifestyles of New England, Middle, and/or Southern colonists. From a list of colony characteristics, classify as whether it describes New England, Middle, or Southern colonies.	Rubric; Criterion-referenced assessment; Teacher observation
4	d, e	Draw a poster or create a brochure which would motivate settlers to come to America.	Criterion-referenced assessment; Rubric
1 4	b g	Trace the events of the French and Indian War (e.g., causes, battles, leaders, results, etc.) and create a timeline or flowchart.	Criterion-referenced assessment
1 4	c g	Create a timeline of events leading to the American Revolution (e.g., date, British action, American reaction).	Criterion-referenced assessment; Rubric
1 4	c g	Analyze political cartoons of the period.	Rubric; Constructed response
1 4	c g	Draw a political cartoon illustrating colonial dissatisfaction with British policy.	Open-ended task; Rubric
1 4	c g	Make a poster of famous quotations from the Revolutionary period.	Criterion-referenced assessment; Rubric
1 7	c a, b	Write an essay entitled "No Taxation Without Representation."	Rubric
1	c	From the British point of view, write a newspaper article analyzing the actions of the American "rebels".	Rubric

1	c, d	Outline the Revolutionary War including causes, battles, leaders, results and create a chart.	Teacher observation
1	c, d	Discuss the strategies of both sides in the war. Note advantages and disadvantages associated with these strategies.	Selected Response; Constructed response; Criterion-referenced assessment
1	c, d	Use Johnny Tremain as the basis of a thematic unit on the war.	Selected response; Enhanced multiple choice; Teacher observation
1 2 6	c, d a, b a	Divide the Declaration of Independence into major parts and have groups rewrite the document into today's language.	Teacher observation
1	c, d	Discuss European assistance to both sides during the conflict.	Teacher observation

Grade Level: 8
Unit Theme: The Constitution and Early National Period

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 5 6 7	a, b d, e a, c a, b	Make a list of complaints against English colonial policy. Examine the Constitution and note how various complaints were addressed in the document (e.g., writs of assistance, 4th Amendment).	Teacher observation
2 4 5	b e c, e	Create a chart to illustrate the weaknesses of the Articles of Confederation and how the Constitution corrected the problems.	Teacher observation
4 5	e a, c, d, e	Make a list of basic principles of the Constitution and illustrate each (e.g., federalism, separation of powers, etc.).	Rubric
4 5	e a, c, e	Create a diagram to illustrate separation of powers and checks and balances.	Rubric; Teacher observation
5	a, c	Track a bill's passage and create a flow chart.	Rubric
5 6	a c	Research and write an essay on the precedents established by the first president.	Rubric
5 7	c a, b	Create a chart listing the major components of Hamilton's financial policy and explain the significance of the policy.	Rubric
5	a, b	Compare the philosophies of the first two (2) political parties. From a list of party policies and ideas, identify each policy as either "Federalist" or "Anti-Federalist".	Rubric
4 6	g a	Make a timeline of significant events occurring during the presidency of Thomas Jefferson (e.g., Louisiana Purchase, Lewis and Clark expedition, Embargo Act).	Performance-based

Grade Level: 8
Unit Theme: Development of Nationalism and Industrialization

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	g, h, i	Outline the War of 1812 (e.g., causes, leader, battles, results) and create a chart.	Teacher observation; Rubric
1	f	Compare Jeffersonian and Jacksonian democracy. Have a classroom discussion.	Rubric; Venn diagram
1	f	Make a list of changes in American life brought about by the Industrial Revolution and create posters.	Rubric
1	f	Divide students into groups to research and present findings on the contributions of various Americans to early industry (e.g., Francis Cabot Lowell).	Rubric
1	f	Read selections about the "Lowell Girls." Have students discuss what life was like as a "Lowell Girl."	Teacher observation
1	f	Use a "bag" lesson. Have bag filled with different objects. Using the assembly method, groups will create a product.	Teacher observation
1	f	Note the role of women in the Reform Movement. Create an exhibit of reformers and explain their contributions.	Rubric
1	f	List areas of reform and individuals responsible for those reforms (e.g., religious, literary, health).	Selected response; Constructed response

Grade Level: 8
Unit Theme: Growing Pains: Westward Movement and the Development of Sectionalism

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	b, c, g, h	On a map of the United States, draw the trails leading west.	Criterion-referenced assessment
1	g	Write a diary account of a teenager traveling to Oregon on a wagon train.	Rubric; Constructed response; Criterion-referenced assessment
1 4	g d, g, h	Construct a map showing territorial acquisition (e.g., year acquired, from whom obtained, and method of acquisition), using primary source excerpts about the Westward Movement.	Rubric; Constructed response; Criterion-referenced assessment
4	f, d	Explain "Manifest Destiny" by analyzing historical maps.	Teacher observation
1 4 7	g g a, b	Create a timeline and trace events leading to the acquisition of Texas and the Mexican Cession.	Rubric
1	g	Read a book about the Westward Movement. Prepare an oral report to be presented to the class (individual or group).	Rubric
1 3	g, h	Trace the tariff issue and analyze its contribution to the rise of sectionalism.	Rubric
1 3	g, h a	Read excerpts from Uncle Tom's Cabin and discuss the impact of the book on the nation.	Rubric
1 3 4	h a h	Debate "Bleeding Kansas" as the mini-civil war.	Teacher observation
1 3 4	h a g	Define abolitionism by creating a poem, poster, political cartoon, or play.	Rubric; Criterion-referenced assessment
1 3 4 7	h a a a, b	Create a graph or map comparing the rise of cotton as a leading export relative to the number of slaves in a region.	Rubric; Criterion-referenced assessment
1 3 4	h a g	Create a timeline of major events leading to the Civil War.	Teacher observation; Rubric

Grade Level: 8
Unit Theme: Growing Pains: Westward Movement and the Development of Sectionalism (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	h a g	Use graphs to analyze the results of the Election of 1860. Write a paragraph explaining the reaction of the South to this election.	Rubric
1 3 4	h a b	Create a map showing the Underground Railroad routes.	Criterion-referenced assessment; Rubric

Grade Level: 8
Unit Theme: Civil War and Reconstruction

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Outline the Civil War (e.g., adversaries, causes, effects, etc.), and create a chart.	Criterion-referenced assessment; Selected response; Enhanced multiple choice
3	a, b	In a short essay, compare the strategies of both sides in the conflict. Analyze the success of the North in accomplishing its strategies.	Rubric
4	d, e	Map the battles fought in the attempt to take control of the Mississippi River.	Rubric
3	a, b	Compare the Presidential/Congressional Plans of Reconstruction.	Venn diagram
3	a, b	Research conditions in the South during Radical Reconstruction and present findings.	Rubric
3 7	a a, b	As a newspaper reporter, write a news account of the impeachment proceedings and trial of Andrew Johnson.	Rubric
3 5	a c	Research the importance and impact of the Freedman's Bureau and present the findings (e.g., oral, written, visual).	Rubric
3	a	Research specific examples of political fraud in the South during Reconstruction.	Teacher observation

MISSISSIPPI STUDIES

-one semester-

Mississippi Studies is a one semester course designed to foster appreciation for the state and its culture. The content will include the geographic, historic, economic, political, and social events that have contributed to the state's development.

The course will trace Mississippi's transition from agriculture to industry and its effort to expand participation in the political process. The course will include the study of the diverse contributions of the citizens of the state. Additionally, civic concepts will be developed in order to encourage active participation in the political process of the state and nation. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe objectives in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, history, and politics have influenced the development of Mississippi. (C, H, G, E)

a. Explain how changing conditions can result in a region taking on a new identity (e.g., The Delta, the Coast, etc.).

b. Identify the state's role in the global economy (e.g., catfish production, import of bananas, etc.).

c. Identify renewable (e.g., trees) and non-renewable (e.g., minerals) resources of the state.

d. Analyze advanced personal economic choices (e.g., timber industry, shipping industry, gaming industry).

e. Analyze the historical and political significance of key events in our state's development (e.g., Civil War, Civil Rights Movement, etc.).

2. Describe the impact of science and technology on the development of Mississippi. (H, G, E)

a. Identify the influence of the industrial and agricultural revolution in our state.

b. Discuss the impact of agribusiness and industry.

3. Describe the relationship of people, places, and environment through time. (G)

a. Trace the effects of migration to and from the state (e.g., The Great Migration, etc.).

b. Identify how patterns of settlement are associated with locations of resources.

c. Compare various people who have had an influence on Mississippi history (e.g., African American, Native American, European, Asian).

d. Analyze the significance of key events in our state's history.

e. Analyze the ways Mississippians have resolved conflict and adapted to change, and continue to address cultural issues unique to our state.

f. Identify how changes in one environment can produce changes in another (e.g., human, physical).

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). (G, E)

a. Develop maps and graphs to show the spatial relationships within and between regions of the state (e.g., counties of the state, congressional districts).

b. Create or use flow charts, pictograms, photographs, graphs, and documents to analyze

patterns of trade, production, and resource distribution.

c. Analyze political cartoons.

5. Explain how civic responsibilities are important to Mississippians as citizens of the United States and residents of a global setting. (C, H)

a. Explain the necessity of politics and government.

b. Describe the roles of citizens in the state and nation.

c. Explain how the United States Constitution grants and distributes power to national and state government.

d. Identify the major responsibilities of state and local government.

6. Examine the cultural impact of Mississippi artists and writers. (H, E)

a. Evaluate the impact of Mississippians on the fine arts (e.g., visual arts, drama, dance, music, folk art).

b. Analyze the contributions of Mississippi authors (e.g., Faulkner, Welty, etc.).

c. Give examples of contributions made by selected Mississippians (e.g., Walter Anderson, B.B. King, etc.).

Grade Level: Mississippi Studies
Unit Theme: Geography

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	Locate major regions on a Mississippi map. Color each soil region a different color.	Teacher observation; Rubric
1	a	Plan a field trip to different regions of Mississippi and keep a journal of geography of the regions.	Rubric
3 4	b a, b	Make comparison maps of population centers, urban centers, and rural areas.	Rubric
1 3 4	c b a, b	Create a map reflecting the patterns of settlement (major cities), transportation routes (highway, railway, waterway), and resources (timber, agriculture, industry). Discuss which resources are renewable and which are non-renewable.	Rubric

Grade Level: Mississippi Studies
Unit Theme: Early Mississippi

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	a, e a, b, d, e a, b	Have students research early artifacts and architecture.	Criterion-referenced assessment; Open-ended task
3 4	c, e b	Create a poster. Compare/contrast Native Americans and other non-American settlers in the following areas: • location of early settlements • culture • dates of arrival	Rubric
1 3	a c, f	Using primary resources, research life during the early periods of Mississippi.	Teacher observation

Grade Level: Mississippi Studies
Unit Theme: Cultures Collide

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3	a a, b, c, d, e, f	Divide students into groups to research the events, places, and people involved in the settlement of Mississippi.	Rubric; Criterion-referenced assessment
3 4	a, b, c a, b	Create a map tracing the immigration and migration pattern of people into the United States and to Mississippi.	Rubric; Criterion-referenced assessment
2 3 4	a c b	Make a chart recognizing the contribution of all cultural groups and the impact they have had on Mississippi.	Rubric
3	c, d, e	Using primary documents, research the impact different cultures have had on Mississippi and make presentations.	Teacher observation; Rubric
6	a, c	Trace the development of Mississippi music from blues to country to rock-n-roll. Use recordings to compare words, beat, and instruments used by musicians (e.g., B.B. King, Elvis, Jimmie Rodgers, Leontyne Price, etc.).	Teacher observation
6	b	Select readings from famous Mississippi writers and compare styles and perceptions of Mississippi and contributions to literary society (e.g., Welty, Walker, Faulkner, Grisham, Brown, Ford, Percy, Morris, Wright, etc.).	Teacher observation
6	a, b, c	Research the implications on music, art, society, and government of "The Great Migration."	Teacher observation

Grade Level: Mississippi Studies
Unit Theme: Modern Mississippi

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	c	Research and present a written or oral presentation on famous or important Mississippians.	Rubric
1 4 5	b, e c b	Create political cartoons reflecting current economic, social, or political events. Have students evaluate each other.	Rubric
1 2 4	a, b, c, d a, b a	Research the resources in Mississippi and create a map showing the resources.	Rubric
2 4	b a	Using a world map, trace the routes of goods produced in Mississippi industries.	Teacher observation
4 5	b a, b, c, d	Chart the responsibilities of state government and discuss.	Rubric; Teacher observation
5	a, b c, d	Research and discuss the state constitution, creation of laws, structure of government, and the impact on students.	Rubric; Constructed response; Enhanced multiple choice

WORLD HISTORY: 1750 TO THE PRESENT

-one year-

World History: 1750 to the Present is based on prior knowledge of ancient history to the Industrial Revolution. Teachers may review historical data prior to the 1750 time period. This course will focus on the development, connections, and global influences of the Eastern Hemisphere. Europe, Asia, and Africa are the continents of focus; however, connections to the Western Hemisphere should be made. Skill development will be included, but is not limited to, the interpretation of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the year in any order and may be combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relate to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their districts.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the historical development of various civilizations/nations since the Industrial Revolution. (C, H, G, E)

a. Apply economic concepts and reasoning when evaluating social developments and issues (e.g., imperialism, etc.).

b. Describe movements that led to conflicts and revolutions in the late $18^{th}/19^{th}/20^{th}$ centuries (e.g., nationalism, industrialism).

c. Examine the geographic factors that shaped the modern world (e.g., Russia's need for a warm water port, Germany's desire for land, etc.).

2. Describe the impact of science and technology on the historical development of the world. (H, G, E)

a. Explain the causes and consequences of the agricultural and industrial revolutions of the 18^{th} century on the modern world.

b. Identify the scientific and technological changes that led to and had an impact on world conflicts.

c. Identify advances that helped bring the global community together.

3. Describe the relationships of people, places, and environments through time. (C, H, G, E)

a. Describe and analyze physical, cultural, and economic patterns and their interactions (e.g., land use, settlement, cultural, transmission patterns, etc.).

b. Analyze how various regional and global geographic patterns have influenced historical events.

c. Explain how people create places that reflect culture, human needs, government policy, and current values and ideals.

d. Evaluate alternative policies for the use of land and other resources throughout the world.

e. Examine the global consequences of various world conflicts of the $19^{th}/20^{th}$ centuries.

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Locate regions of the world and demonstrate how and why they have changed over time (e.g., pre-post World War I, Yugoslavia, etc.).

b. Synthesize information from various representations of the earth (e.g., maps, globes, photographs, etc.).

c. Interpret information using appropriate social studies tools (e.g., primary and secondary sources, political cartoons, technology, etc.).

5. Explain how civic responsibilities are important to Americans as citizens of a global community. (C)

a. Discuss the role of the United States in various world organizations (e.g., UN, NATO, etc.).

b. Discuss the response of the American people to various world crises (e.g., apartheid, natural disasters, fall of communism, etc.).

Grade Level: World History: 1750 to the Present
Unit Theme: Industrialization and Revolution (1750-1800)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	c	Use various puzzles to create as many words as possible that are associated with industry.	Teacher observation
1 4	a b	Use historical documents to examine why the Industrial Revolution began in England.	Teacher observation
1	a	In groups, create a new factory and determine wages, prices, amount of production, etc.	Teacher observation; Rubric; Open-ended task
1	b	Have students examine the elements of industrialization (e.g., capital, resources, and people), and create a Venn diagram.	Venn diagram; Rubric
1	a	Take a tour of a factory.	Teacher observation
1	b	Using historical documents such as the English Bill of Rights, United States' Bill of Rights, and the French "Declaration of the Rights of Man and the Citizen", examine the causes and results of the American Revolution and the French Revolution.	Selected response; Constructed response; Enhanced multiple choice
3	d	Trace the French Revolutionary states and create a timeline of events for the French Revolution.	Rubric; Teacher observation
3 4	d a, c	Create a timeline of events to determine the causes of the rise of Napoleon to power.	Rubric; Teacher observation

Grade Level: World History: 1750 to the Present
Unit Theme: Change in Europe (1800-1850)

Comp.	C[illegible]	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Use historical documents to prepare a paper and presentation on the key political and military leaders of Europe during the Napoleonic Era.	Selected response; Constructed response
2	c	Using maps and map skills, identify the various territories that Napoleon acquired.	Criterion-referenced assessment
1	b	Use historical documents to assess the impact of the Napoleonic Code on Europe.	Criterion-referenced assessment
1	b	Compare/contrast the key elements of the Napoleonic Code to American Civil Law.	Rubric
1	b	Use historical documents to examine the nationalistic movements, spurred by the French Revolution, that spread throughout Europe.	Selected response; Constructed response
2	a	Review the causes/results of the various revolutions in Europe and create a chart.	Teacher observation
3	c	Students will identify key foreign policy leaders who helped start the "nation-states" in Europe. Perform skits about each.	Teacher observation; Rubric
5	a, b	Use historical texts to recognize the importance of economics in the unification movements and social reforms of Europe and the importance of the United States.	Rubric

Grade Level: World History: 1750 to the Present
Unit Theme: Governmental Change: Imperialism and Unification (1800-1880)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Use historical documents to examine the causes of European Imperialism.	Selected response; Constructed response
1	b	Trace the creation of the British Empire and make a documentary video or multi-media presentation.	Rubric
1	c	Debate the impact of technology (steel, rifles, battleships, quinine, etc.) on imperialistic policies.	Teacher observation
1 3 4	c d c	In groups, students will act as Imperial leaders of European nations and decide what resources they need and where they would obtain resources. Finally, students would identify methods of obtaining the resources.	Criterion-referenced assessment
1 4	c c	Use various maps and skills to locate the Imperialistic nations of Europe and the areas of imperialistic intervention.	Criterion-referenced assessment
1	a	Use historical documents to debate the similarities and differences of the Italian Unification Movement and the German Unification Movement.	Selected response; Constructed response; Rubric
3	c, e	Research the impact of key leaders such as Bismarck, Cavour, and Garibaldi on their respective movements and create a chart of their findings.	Rubric; Teacher observation
1 3 4	c e a, b, c	Create maps, using social studies skills, to depict Europe in three stages—1815, 1850, and 1870, showing the transformation from kingdoms to nation-states.	Constructed response
3	a, e	In groups, brainstorm, then present a possible outcome, on the topic "What If the Blood and Iron Foreign Policy of Bismark Failed?"	Rubric

Grade Level: World History: 1750 to the Present
Unit Theme: The Web: Industrial Expansion and Alliance Systems (1870-1915)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b, e	Use historical documents to examine and debate the role of industrialization in Europe and the United States in Imperialistic policies near the end of the 19th Century.	Selected response; Constructed response
2	b, c	In a group, discuss the causes and results of the Spanish-American War of 1898 on Europe, Asia, and the United States.	Criterion-referenced assessment
3	c	In small groups, research the impact of nationalism on Imperial India, the Boxer Rebellion in China, and the Meiji Revolution in Japan.	Teacher observation
4	a, c	Create maps to identify the location of countries in the Middle East, the Pacific Islands, and Asia.	Teacher observation; Rubric
2	b, c	Research and identify the major inventions that brought the various continents into the first "global community"—telegraph, automobile, telephone, trans-Atlantic Cable, and the development of the airplane.	Teacher observation; Rubric
2	b, c	Create posters about inventors and inventions.	Rubric; Criterion-referenced assessment
1 2	c d	Use historical documents to research and debate the technological advances that created fear in Europe (e.g., submarines, machine guns, dynamite, long-range cannon, etc.).	Teacher observation
1 3	b b	Describe the causes for the alliance system beginning.	Teacher observation
1 3	b b	In a group, debate the "good" and "bad" aspects of any alliance agreement.	Teacher observation
3 4	b a, b, c	Create maps and color code the member nations of each alliance and draw conclusions as to why Germany was doomed to defeat in war.	Criterion-referenced assessment; Rubric

Grade Level: World History: 1750 to the Present
Unit Theme: Conflict and Depression (1900-1940)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Using historical documents, discuss the various conflicts of the first decade of the 20th century—Russo-Japanese War, Russian Revolution of 1905, the Franco-German conflict in 1910 over North Africa.	Selected response; Constructed response
2	c	Create maps to depict the areas of battle and why these areas were so popular due to their geographic landscape.	Criterion-referenced assessment
1 2 3	b, c b a	Using various materials, recreate a World War I "No Man's Land," illustrating trench warfare.	Rubric
1 2	a,b,c b	Use texts and historical documents to examine the causes of the first World War and create posters.	Rubric; Constructed response; Selected response
1 3	a,b,c a, e	Draw maps and discuss the results of key battles of World War I.	
1 3	a, b, c a, e	Use texts and other materials to discuss the events that led to the United States entering into World War I.	Teacher observation
1 2 3	a,b,c b a, e	Identify the scientific advances in weapons used in World War I (e.g., gas, tank, etc.), and create a timeline of these advantages.	Rubric; Teacher observation
1	a, b, c	Use historical documents, texts, and personal papers to identify the effects of World War I on Europe, Asia, and the United States, and create a Venn diagram of this study.	Selected response; Constructed response
2 3 5	c c, d a, b	Research and discuss the following: • The impact of world economics as Europe was destroyed and as the United States provided aid • The stock market in the United States was impacting events in Europe such as the farmers role in "feeding Europe" • The role of the government played in economic policies such as "Laissez-	Criterion-referenced assessment

		faire" and supply and demand • The various laws passed by the United States such as the McNary-Haugen Bill to "falsely" maintain prices	

Grade Level: World History: 1750 to the Present
Unit Theme: Conflict and Depression (1900-1940) (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 5	a b	Interview a relative or person who may have lived during the Great Depression.	Rubric; Open-ended task
1 3	a e	In different groups, examine the effect of the Depression on aspects of society in America and apply that same understanding of the depression to war-torn Europe.	Teacher observation
3 4	e c	Create political cartoons reflecting the time period.	Rubric

Grade Level: World History: 1750 to the Present
Unit Theme: The Story Continues: Dictatorship and Conflict (1920-1950)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Use historical documents to read and discuss the causes of the Russian Revolution of 1917.	Selected response; Constructed response
1	e	Compare the Communist system of government with Democratic principles in a Venn diagram.	Venn diagram
2	a	Use historical documents to research the causes of the rise of dictatorships in Europe and Asia (e.g., Hitler, Mussolini, and Tojo). Create a Venn diagram of characteristics of a dictator.	Teacher observation
3	b, d, e	Debate the reasons why the United States and Great Britian did not turn to a different form of government, such as socialism, during the Great Depression.	Teacher observation
4	a	Debate the various conflicts and aggression of these dictatorships as they attempted to gain territory to support their country's industrialization effort.	Teacher observation
5	a, b	Research the laws made to prevent war, and at the same time helped create a warlike atmosphere (e.g., Neutrality Acts, Rome-Berlin Pact, etc.).	Teacher observation
1	a, e	Using historical documents, identify various causes of World War II.	Selected response; Constructed response
2	a, b	Using maps, locate the Axis Powers, Allied Powers, and the territory acquired by the Axis Powers.	Criterion-referenced assessment; Teacher observation
3	a, f	Using maps, map skills, and critical thinking, research why Japan was so successful in its aggression over China and the Southwest Pacific islands, including the United States forces there.	Criterion-referenced assessment; Teacher observation
4 5	a, b a, b	In small groups, analyze and answer "what if" questions such as: "What if Hitler had taken England?", "What if the United States had lost Midway?", "What if Russia had been conquered?" Emphasize the importance of the true outcomes of these battles.	Criterion-referenced assessment; Teacher observation

Grade Level: World History: 1750 to the Present
Unit Theme: The Story Continues: Dictatorship and Conflict (1920-1950) (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	b, c b	Use historical documents to research and illustrate how technological advances played a role in World War II (e.g., radar, sonar, Atomic Bomb, etc.).	Teacher observation
1 3	b e	In groups, research and present on the following—"Operation Overload" and "Operation Torch" to the "General Staff" in 1943.	Teacher observation
1 3	b e	Use historical documents to assess the aftermath of World War II on major world powers such as Japan, England, and Russia.	Teacher observation; Rubric

Grade Level: World History: 1750 to the Present
Unit Theme: The Modern Era: Cold War, Middle East Crisis, USSR Dissolves (1950-)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
		NUCLEAR AGE/COLD WAR	
1	a, b	Trace the development of world foreign policy during the Cold War and chart the turning points on a timeline.	Selected response; Constructed response
2 4	b, c c	Research and create a chart of the causes of the Korean War, Vietnamese War, and other areas of conflict between Communist forces and Democratic forces.	Criterion-referenced assessment; Rubric
3 4	b, c a	Using various maps, locate the areas of conflict during the Cold War (e.g., Korea, China, Middle East, and Vietnam) and make one large compilation map	Rubric; Teacher observation
2 4	b a	Research various technological advances made during the Nuclear Age (e.g., solid state electronics, lasers, high tech computers, and nuclear power sources) and create a Venn diagram.	Venn diagram
3 5	e a, b	Use historical documents to examine the impact of the Nuclear Cold War on government economies and foreign policies.	Teacher observation
		MIDDLE EAST CRISES	
1	b, e	Use historical documents and texts to analyze the implications of having a Jewish homeland in the middle of Muslim-oriented nations.	Teacher observation
2	b	Research and create a timeline of the religious causes of conflict in the Middle East.	Rubric; Teacher observation
3	a, b, c	Assess the causes and results of the Arab-Israeli Conflicts of 1967 and 1973, as well as current tensions in the Middle East.	Teacher observation
4 5	c a, b	Research and debate policy regarding terrorism.	Teacher observation
4 5	a, b, c a, b	Using various map skills, historical documents, and texts, trace the events that led to the Persian Gulf War of 1990, emphasizing the role of the United Nations.	Teacher observation

Grade Level: World History: 1750 to the Present
Unit Theme: The Modern Era: Cold War, Middle East Crisis, USSR Dissolves (1950-) (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
5	a, b	In groups, research and try to resolve the United Nations and Middle East problems and present their resolutions to a mock organization.	Selected response; Constructed response; Criterion-referenced assessment
		FALL OF THE U.S.S.R.	
3	a, b, c, e	Use historical documents to research the history of the Communists in Russia and the creations of the Soviet Union.	Teacher observation
3	c	Discuss, trace the events of, and create a timeline of the Cold War as it evolved into a competition between the United States and the U.S.S.R.	Rubric; Teacher observation
3	c, d	Research and identify the key political leaders of both nations (e.g., Reagan, Bush, Gorbachev, and Yeltsin) and the contribution of each at the end of the Cold War.	Teacher observation
1 3	a, c a, c	In a group, using resources (e.g., Internet, newspapers, magazine articles, etc.), identify the process and the creation of the Commonwealth of Independent States.	Teacher observation; Criterion-referenced assessment; Rubric
5	a, b	Discuss the future of US-Commonwealth of Independent States relations in a global community (e.g., space program, etc.).	Teacher observation
4	a, b, c	Using maps and map skills, compare and contrast the old U.S.S.R. with the new Commonwealth of Independent States.	Rubric; Teacher observation
3	a	Using library resources or the Internet on current events in China, Korea, and Russia, debate the future of communism.	Teacher observation

Grade Level: World History: 1750 to the Present
Unit Theme: The World—A Global Community Today

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Using current documents, examine the importance of world social organizations such as the United Nations, UNICEF, and Peace Corps in creating a global community.	Selected response; Constructed response
5	a, b	Research the global economic organizations (e.g., EEC, World Bank, etc.).	Criterion-referenced assessment
5	a, b	Using current events and historical documents, analyze the role of the military in humanitarian efforts.	Teacher observation
2	c	In groups, research, discuss, and examine the scientific advances such as medicine and communications that have brought the world together in a global setting.	Teacher observation
2 4	c a	In groups, debate "where we are going" based on environmental issues, concerns, and resolutions.	Teacher observation

UNITED STATES HISTORY: 1877 TO THE PRESENT

-one year-

United States History: 1877 to the Present will be the final step in the study of the nation's history. This course uses thematic units based on interwoven social, political, economic, and geographic changes in the United States from 1877 to the present. The course focuses on the role of the United States as it made the transition from a young nation to a leading nation in the global arena. The student will trace the history of the United States from Reconstruction's end to the modern period. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography**, and **economics**. Competencies may be taught throughout the course in any order and combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the historical development of the United States in the global community. (H, G, E)

a. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues (e.g., gold standard, free coinage of silver, tariff issue, laissez faire, deficit spending, etc.).

b. Explain the emergence of modern America from a domestic perspective (e.g., frontier experience, Industrial Revolution and organized labor, reform movements of Populism and Progressivism, Women's Movement, Civil Rights Movement, the New Deal, etc.).

c. Explain the changing role of the United States in world affairs since 1877 through wars, conflicts, and foreign policy (e.g., Spanish-American War, Korean conflict, containment policy, etc.).

d. Trace the expansion of the United States and its acquisition of territory from 1877 (e.g., expansionism and imperialism).

2. Describe the impact of science and technology on the historical development of the United States in the global community. (H, G, E)

a. Analyze the impact of inventions on the United States (e.g., telephone, light bulb, etc.).

b. Examine the continuing impact of the Industrial Revolution on the development of our nation (e.g., mass production, computer operations, etc.).

c. Describe the effects of transportation and communication advances since 1877.

3. Describe the relationship of people, places, and environments through time. (C, H, G, E)

a. Analyze human migration patterns since 1877 (e.g., rural to urban, the Great Migration, etc.).

b. Analyze how changing human, physical, geographic characteristics can alter a regional landscape (e.g., urbanization, Dust Bowl, etc.).

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Interpret special purpose maps, primary/secondary sources, and political cartoons.

b. Analyze technological information on graphs, charts, and timelines.

c. Locate areas of international conflict (e.g., Caribbean, Southeast Asia, Europe, etc.).

5. Analyze the contributions of Americans to the ongoing democratic process to include civic responsibilities. (C, H)

a. Examine various reform movements (e.g., Civil Rights, Women's Movement, etc.).

b. Examine the government's role in various movements (e.g., arbitration, 26th Amendment, etc.).

c. Examine the role of government in the preservation of citizens' rights (e.g., 19th Amendment, Civil Rights Act of 1964).

d. Examine individuals' duties & responsibilities in a democratic society (e.g., voting, volunteerism,

etc.).

Grade Level: United States History: 1877 to the Present
Unit Theme: Industrialization, Modernization, and World War I

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	b, d a a	Map major locations of cattle trails, major western railroads, major Native American battles, and major mineral strikes.	Rubric
2 4	a b	Create a chart of inventions, inventors, and the significance of each.	Selected response
1 4	b a	Profile industrial leaders using primary/secondary documents.	Constructed response
1	b	Debate whether industrial leaders of late 1800's were "robber barons" or "captains of industry."	Rubric; Constructed response
1	b	Role play a talk show with guests who are complaining about working conditions in factories and mines (e.g., child labor, long hours, dangerous jobs, etc.).	Rubric
1 5	b b	Use a Venn diagram to compare the Knights of Labor and the American Federation of Labor.	Selected response; Venn diagram
2	c	Analyze the expansion of transportation and communication in the late 1800's (e.g., telegraph, transcontinental railroads, telephone, etc.).	Constructed response
1	a, b	Illustrate the major economic problems of the farmers in the late 1800's.	Rubric
1 2	a b	Examine the movement from laissez-faire to government regulation of business (e.g., Sherman Anti-trust Act, Interstate Commerce Act, Clayton Anti-trust Act, Federal Reserve Act, etc.).	Enhanced multiple choice
1	a	Analyze the impact of the Populist Party on major reforms in existence today.	Constructed response
5	c, d	Explain how the Australian ballot, direct primary, initiative, referendum, recall, the 17th and the 19th Amendments led to more direct democracy.	Selected response

1	b	Analyze writings by various muckrakers (e.g., Upton Sinclair, Jacob Riis, Lincoln Steffens, Ida Tarbell, etc.). Determine the problems being exposed.	Constructed response
1 5	b a	Trace the accomplishments of reform movements.	Rubric
1	b	Create a cube with each side illustrating/ explaining an aspect of Theodore Roosevelt's Square Deal.	Rubric

Grade Level: United States History: 1877 to Present
Unit Theme: Industrialization, Modernization, and World War I (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	b, c a	Analyze political cartoons demonstrating the various aspects of the Theodore Roosevelt presidency (e.g., trustbusting, Big Stick diplomacy, Roosevelt Corollary, etc.).	Constructed response using a political cartoon
1	a, c	Debate the economic, military, & missionary reasons for United States imperialism.	Rubric
2	b	Have students determine from what country their articles of clothing came in order to understand global interdependence. Graph/map countries represented in the discussion.	Rubric
1	c, d	Trace the sequence of events which led to and involved the United States in the Spanish-American War.	Enhanced multiple choice
1 4	c, d c	Map acquisitions gained as a result of the Spanish-American War era (e.g., Philippines, Puerto Rico, Guam, etc.).	Rubric
1	c	Examine the effects of Big Stick, Dollar Diplomacy, and Wilsonian diplomacy on US-Latin American relations.	Enhanced multiple choice
1 4	c b	Create a timeline of events which led to U.S. entry into World War I (e.g., Wilson's request for neutrality, *Lusitania* sinking, *Sussex* sinking, Zimmermann note, etc.).	Rubric
1	c	Role play street interviewers with German-American, Irish-American, as well as, "main street Americans," to reflect various reactions to the Zimmerman telegram.	Rubric
1 4	c a	Examine primary and secondary documents, then debate the United States retreat into isolationism after World War I.	Rubric
1 4	c a	Divide into groups and examine primary and secondary documents to show the pros/cons of the United States' retreat into isolationism. Debate these issues.	Constructed response; Rubric; Teacher observation
1	b	Field trip to a local factory to see demonstration of assembly line, mass production, etc.	Rubric

Grade Level: United States History: 1877 to the Present
Unit Theme: Industrialization, Modernization, and World War I (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	c b	Analyze charts of United States immigration regulations and statistics as reflections of isolationism and prejudice.	Constructed response
1	b	Create an individual project presenting information on culture of the 1920's (e.g., Harlem Renaissance, "flappers," jazz, movies, Ford cars, etc.).	Rubric

Grade Level: United States History: 1877 to the Present
Unit Theme: The Great Depression and the New Deal

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	View a selected excerpt of a video of life during Depression days.	Rubric; Teacher observation
1 3	b a, b	Interview a person who lived during the Great Depression.	Rubric
1 4	a, b b	Chart/graph economic data from Hoover's to Roosevelt's administration (e.g., GNP, unemployment, deficit spending, personal income).	Teacher observation
1	a, b	Make a chart of the causes of the Great Depression (e.g., over production, excessive borrowing, tariffs, stock speculations, etc.).	Rubric
1 3 4	b b a	Examine primary and secondary documents to determine the affects of the Great Depression on people.	Rubric
1 4	b b	Create a chart of the New Deal programs, their purposes, and the goal (e.g., relief, recovery, reform), which they addressed (e.g., FDIC, SEC, CCC, WPA, NRA, AAA, etc.).	Enhanced multiple choice
4	a	Analyze political cartoons of FDR and the New Deal.	Constructed response

Grade Level: United States History: 1877 to the Present
Unit Theme: World War II and World Leadership

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	c b	Create an illustrated timeline of events which led the U. S. from neutrality into World War II (e.g., Neutrality Acts, Destroyer Deal, Lend-Lease, Declaration of War, etc.).	Rubric; Constructed response
1 2	c b	In groups, create a newspaper of the events in World War II (e.g., Pearl Harbor attack, D-Day invasion, atomic bomb on Hiroshima, end of the war, etc.).	Rubric; Criterion-referenced assessment
4	a	Examine political cartoons and posters to determine the use of propaganda in World War II.	Rubric
5	a	Research in the library or on the Internet the conflict between fighting for freedom and the discrimination existing at home.	Enhanced multiple choice
4	a, c	Map major locations of World War II (e.g., Pearl Harbor, northern Africa, Normandy, Okinawa, Hiroshima, etc.).	Rubric
1 4 5	a b c	Create a chart of the differences between the United States and the communist Soviet Union.	Rubric
1 5	a c	Lecture/class discussion comparing economic choices in capitalism and communism. Create a Venn diagram.	Teacher observation
1	c	Create a "container" project which illustrates the containment policy of Truman (e.g., Berlin airlift, Truman Doctrine, Marshall Plan, Korean War, NATO, etc.).	Criterion-referenced assessment; Rubric
1 4	c c	Map major locations of trouble spots during the Truman years (e.g., North Korea, South Korea, Nationalist China, Communist China, USSR, West Berlin, etc.).	Teacher observation; Selected response
1	c	Create a "Kennedy diary" of JFK's responses to communist threats (e.g., Bay of Pigs, Cuban missile crisis, Berlin crisis, Green Berets to Vietnam, etc.).	Rubric
1 4	c c	Map major locations of Vietnam War.	Rubric

1	b	Create a collage of terms, phrases, leaders, and places connected with the Vietnam War (e.g., LBJ, search and destroy, agent orange, Hanoi, Ho Chi Minh Trail, Westmoreland, etc.).	Rubric; Teacher observation

Grade Level: United States History: 1877 to the Present
Unit Theme: World War II and World Leadership (con't)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	Analyze the impact of Great Society programs on contemporary life (e.g., medicare, medicaid, welfare, aid to education, etc.).	Rubric
1	b, c	Debate whether the accomplishments outweigh the failures of the Nixon Administration.	Teacher observation

Grade Level: United States History: 1877 to the Present
Unit Theme: Civil Rights

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4 5	b b a, b, c	Create a timeline of significant events in Civil Rights (e.g., Jim Crow laws, Plessy vs. Ferguson, Brown vs. Board of Education, Topeka, Kansas, 24th Amendment, Civil Rights of 1964, etc.).	Rubric
5	a	Compare the views of Booker T. Washington and W. E. B. DuBois.	Constructed response
1 5	b c	Compare the responses of Presidents Truman, Eisenhower, and Kennedy to civil rights issues (e.g., desegregation of the military, Central High School, James Meredith at Ole Miss, etc.).	Enhanced selected response
5	a	Analyze civil disobedience methods to determine their effectiveness (e.g., marches, sit-ins, etc.).	Constructed response
5	a, c	Identify constitutional amendments that have led to increased civil rights (e.g., 15th, 19th, 26th).	Enhanced selected response
1 5	b a	Trace the significant events in the expansion of women's rights.	Enhanced multiple choice
3 5	a c	Examine the impact of wartime on the rights and opportunities of African-Americans, women, Japanese-Americans, etc.	Constructed response

Grade Level: United States History: 1877 to the Present
Unit Theme: Contemporary United States

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 4	a b	Chart/graph data from a survey based on parental work choice.	Rubric
4	b	Create a web site about a historical figure or event in contemporary United States history.	Rubric
3 4	a	Color code a map to show various regions, including sunbelts and rustbelts, etc.	Rubric; Teacher observation
1	b, c	Examine the impact of the Reagan Administration on federalism and the reassertion of American military power.	Enhanced multiple choice; Selected response
1	a	Determine the effect of the energy crisis, inflation, recessions, and deficit spending on the U.S. economy.	Enhanced multiple choice
1	c	Examine the reformation of foreign policy in the post-Cold War era.	Enhanced multiple choice
1	c	Analyze the Bush Administration's response in the Persian Gulf War.	Constructed response
1 5	b d	Analyze a major social/political issue (e.g., the spread of AIDS, crime, affirmative action, drug abuse, health reform, voter apathy, etc.).	Constructed response

UNITED STATES GOVERNMENT

-one semester-

United States Government will provide students with an understanding of civic life, politics, and the constitutional process. It will also provide a basis for understanding the rights and responsibilities of citizens and a framework for competent and active participation. The formal curriculum should be augmented by related learning experiences in both school and community. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and history have influenced the political development of the United States. (C, H, G, E)

a. Trace the historical development of the United States political system.

b. Describe how the Constitution embodies the principles of American democracy.

c. Compare/contrast capitalism and other economic systems.

d. Describe the impact of the different branches of government on American society.

2. Analyze the United States federal form of government. (C, H)

a. Identify the structure of the United States federal system according to the Constitution and its amendments (e.g., separation of powers, checks and balances, judicial review, etc.).

b. Evaluate the flexibility of the United States Constitution (e.g., language, amendment process, etc.).

3. Describe the impact of science and technology on the political development of the United States. (C, H, G, E)

a. Analyze the impact of the media on United States democracy (e.g., print, television, etc).

b. Describe the influence of technology on the political process (e.g., polls, television, Internet, e-mail, etc.).

4. Describe the relationship of people, places, and environments with the government. (C, H, G, E)

a. Describe the effects of different migration patterns in the United States.

b. Explain how federal laws have affected the environment.

c. Analyze population trends and their impact on a representative government (e.g., electoral college, census, etc.).

d. Interpret the impact of political parties, special interest groups, and political action committees (PACS) on United States politics.

5. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Interpret special purpose maps.

b. Analyze information on graphs, charts, tables, and timelines.

c. Analyze political cartoons.

d. Utilize primary and secondary sources.

6. Explain how civic responsibilities are important to Americans as citizens of the United States and a global community. (C, E)

a. Explain the rights, roles, privileges, and responsibilities of citizens in American democracy (e.g., The Bill of Rights, etc.).

b. Compare the United States government to other governments of the world.

Grade Level: United States Government
Unit Theme: Historical Development

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Analyze the importance of the Declaration of Independence. Rewrite into modern terminology.	Criterion-referenced assessment; Rubric
1	c	Create charts on the various forms of government and economic systems (e.g., representative democracy, democracy, socialism, communism, etc.).	Criterion-referenced assessment; Rubric
5	b	Create a timeline about factors and events that led to United States independence.	Teacher observation
5	c	Draw political cartoons depicting forms of government and types of rules.	Rubric
5	a	Draw maps to show the patterns of settlement resulting from The Great Depression.	Rubric; Teacher observation; Criterion-referenced assessment

Grade Level: United States Government
Unit Theme: Constitutional Principles

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 5	b d	Analyze the Constitution using passages from the Federalist Paper.	Rubric; Teacher observation
2	a, d	Describe the roles and powers of each branch of government and create a chart.	Rubric
5	c	Draw political cartoons showing the check and balance system.	Rubric
6	a	Explain the rights and responsibilities of American citizens according to the Bill of Rights using visuals. Analyze the historical change in definition of an American citizen.	Enhanced multiple choice; Selected response; Constructed response
1	a, c	Ask students to offer their opinion on the power of the executive branch. Point out to students that in many parts of the world, citizens may not be able to write about the political leader without risking their safety.	Rubric; Constructed response
2	a	Research a current public issue in your school or community and debate the issue.	Rubric; Performance assessment
3	c	Assign each student the name of state which they will represent. So that the state is fairly represented, the student will decide how many votes the larger states should have as compared to number of votes the smaller states should have. Design a chart to show how many votes will be for each state.	Rubric
4	b	Have students create a chart on the rights of citizens accused of a crime—from the time of arrest to Right of Appeal.	Grade charts; Constructed response
5	a	Present the class with the following situation: Your friend has been charged by the police with speeding. Your friend swears that he/she was not driving too fast. The police want to take away his/her driving license for two years. Have students write a paper on what procedures should be followed before the license is suspended.	Grade writing; Constructed response

Grade Level: United States Government
Unit Theme: Political Process

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	Analyze the laws and amendments that pertain to voting in the United States.	Selected response
	c	Describe the electoral college and create a visual representation of the process.	Enhanced multiple choice; Selected response
4	c	Design a map of the United States showing the electoral vote of each state in light of the most recent census.	Rubric
3	b	Create opinion polls to measure the effects of the media on upcoming school, state, or national elections. Hold a mock election.	Rubric; Criterion-referenced assessment
5	b	Interpret and analyze graphs, tables, timelines, and other social studies tools, showing voting trends and patterns in recent elections.	Criterion-referenced assessment
5	c	Analyze political cartoons, comparing political candidates and elections.	Rubric
1 2	a b	Explain the disfranchisement of certain groups in the United States.	Teacher observation
6	a	Encourage students to register to vote.	

Grade Level: United States Government
Unit Theme: Structure of the Federal Government

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 1	a d	Analyze conflicts between the legislative, executive, and judicial branches.	Rubric
1 2	a b	Analyze and explain the scope of Presidential power and decision-making through such cases as the Steel Crisis, Cuban Missile Crisis, or the Iran Hostage Crisis.	Rubric
2	a	Explain differences in authority among the levels of government.	Teacher observation
5 2	b a	Design a chart to show the compositions of the three (3) branches of government.	Rubric; Criterion-referenced assessment; Teacher observation

ECONOMICS

-one semester-

This course will develop an awareness of the relationship of world economic systems. The student will trace the American economic system and the impact of that system in a global setting. The student will develop an understanding of microeconomics and macroeconomics from individual finances to world economic organizations. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Identify basic economic concepts. (C, H, G, E)

a. Define *scarcity*, *opportunity cost*, *trade-offs*, *productivity*, *inflation*, *deflation*, *monopoly*, *free enterprise*, *oligarchy*.

b. Construct and graph demand and supply schedules.

c. Determine equilibrium price on demand and supply schedules and curves.

d. Describe how the laws of supply and demand interact.

e. Analyze the importance of imports and exports.

f. Compare the relationship of microeconomics and macroeconomics.

2. Explain how people organize for the production, distribution, and consumption of goods and service. (C, H, G, E)

a. Explain how the scarcity of productive resources (e.g., human, capital, technological and natural) require the development of economic systems to make decisions about how goods and services are produced and distributed.

b. Identify basic business organizations, include advantages and disadvantages of each.

3. Discuss relationships among the various economic systems such as households, business firms, banks, government agencies, labor unions, and corporations. (C, H, G, E)

a. Analyze the behavior of the consumer and the producer in a market economy and their impact on price.

b. Evaluate the role of organized labor on the United States economy.

c. Interpret the phases of the business cycle.

d. Explain the American banking system.

e. Explain the operation of the stock market.

f. Discuss government controls on our economy (e.g., monetary policy, fiscal policy, federal reserve, etc.).

4. Understand global connections, conflicts, and geographic interdependence. (C, H, G, E)

a. Distinguish between domestic and global economic systems and explain their interaction.

b. Apply economic concepts and reasoning when evaluating historic and contemporary social developments and issues.

c. Evaluate the domestic and international impact of various economic agreements (e.g., NAFTA, EEC, GATT, etc.).

d. Recognize economic trends.

5. Compare how values and beliefs influence economic decisions in different societies. (C, H, G, E)

a. Compare cultural and religious differences that affect economic decisions.

b. Contrast the public assistance systems of the United States and other nations (e.g., Japan, Germany, etc.).

c. Contrast the United States's free-enterprise system and European socialism.

Grade Level: Economics
Unit Theme: Economic Vocabulary

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, f	Identify the economic dimension of common English words used daily in the news or in the newspaper.	Teacher observation
1	a, f	Make posters showing land, labor, and capital. Draw or use magazine art to indicate understanding of the concepts.	Teacher observation
1	a, f	Have students tour the Virtual Economics library searching for economic vocabulary. *(CD-ROM available through the National Council for Economic Education)*	Teacher observation

Grade Level: Economics
Unit Theme: Charts and Graphs

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	a, b, e f a, b, c, d	Use charts and graphs to help illustrate the condition of the economy (e.g., local, state, national).	Teacher observation; Rubric
5	a, b, c	Use data to help compare the condition of multiple states or nations in our global economy.	Teacher observation
1	a	Chart how time is "spent" in a student's week.	Teacher observation
2 3 5	a a a	Discuss opportunity cost and scarcity of how our time is spent.	Teacher observation; Rubric

Grade Level: Economics
Unit Theme: The Cost of Decisions (Opportunity Cost)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4 5	a, d a a d a	Develop a school or personal budget to spend $2,500 per month. consider opportunity costs of each item. include all resources (e.g., capital, natural resources, time, etc.).	Criterion-referenced assessment; Rubric
1 3	a d, e, f	Determine the "costs" and "benefits" in saving money.	Teacher observation

Grade Level: Economics
Unit Theme: Scarcity

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4 5	a, c, e, f a, b a, b, c, d, e, f a, c a, c	Analyze the ways in which economic systems seek to resolve the three (3) basic economic problems of choice (determining what, how, and for whom to produce) created by scarcity.	Rubric
2	a	Create a diagram, graph, illustration, etc., to reflect the concept of scarcity.	Rubric

INTRODUCTION TO WORLD GEOGRAPHY

-one semester-

The *Introduction to World Geography* course is designed to provide students with basic geographic content and skills. Students will master the content and skills by studying the five (5) fundamental themes of geography: (1) location, (2) place, (3) human-environment interactions, (4) movement, and (5) regions. The course of study will address the skills and themes by examining Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

1. Explain the absolute and relative location of positions of people and places in Earth's surface. (C, H, G, E)

a. Locate places using a system of mathematical coordinates in an arbitrary grid system (absolute location).

b. Describe locations in terms of relationships with other locations (relative location).

c. Explain how location influences activities and processes that occur in different places.

d. Explain how knowledge of locations and their characteristics is a key factor in understanding human interdependence.

e. Identify the location of major water bodies and land masses.

f. Discuss maps and globes as a primary geographic tool.

g. Distinguish among various map projections and discuss how map projections distort perceptions of relationships on the earth (e.g., Robinson, Peters, Mercator).

2. Distinguish the physical and human characteristics of places on Earth. (C, H, G, E)

a. Define terms used to describe physical characteristics of places associated with the lithosphere, hydrosphere, atmosphere, biosphere, and natural processes.

b. Compare and contrast the physical characteristics of places in different parts of the world.

c. Describe relationships among natural processes (e.g., control of erosion, etc.).

d. Cite examples of how places can be changed as a result of natural process (e.g., catastrophic events, etc.).

e. Define terms used to describe human characteristics of places associated with demographics and culture.

f. Compare and contrast the human characteristics of places in different parts of the world.

g. Describe population growth, size, density, and distribution in different places.

h. Identify distributions of cultural characteristics (e.g., language, religious/belief systems, political systems, economic systems, and social institutions).

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

3. Assess how people interact with, adapt to, and modify the environment. (C, H, G, E)

a. Identify why people interact with the environment.

b. Illustrate how people interact with the environment.

c. Cite examples of ways people use natural environments to extract needed resources, grow crops, and create settlements.

d. Describe how the human ability to modify physical environments and create cultural landscapes has increased in scope and intensity through the use of technology.

e. Detail how human alteration of physical environments has had positive and negative consequences.

4. Explain varied patterns in the movements of people, goods, and ideas. (C, H, G, E)

a. Discuss why human activities require movement.

b. Describe ways in which people move themselves, their goods, and their ideas across the earth.

c. Discuss how few places are self-sufficient and, therefore, extensive human networks of transportation and communication link places together.

d. Evaluate how changes in transportation and communication technology influence the movement of people, goods, and ideas.

5. Relate how regions are formed and changed. (C, H, G, E)

a. Explain why regions are basic units of geography.

b. Identify major regions of the world and list the criteria that are used to differentiate each region from the others.

c. Cite examples of regions of varying scale (e.g., local, national, global).

d. Explain how regions may be defined by cultural or physical features or by a combination of both.

e. Examine factors that may influence change in regions (e.g., migration and technology).

f. Predict why future growth and development may or may not occur in a region (e.g., NAFTA, casino development, etc.).

Grade Level: Introduction to World Geography
Unit Theme: Location

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Divide the class into groups. Each group will write a story (e.g., spy story, travel story, etc.), using map coordinates instead of names to identify locations. As the students read their story to the class, other groups will use maps to identify the locations.	Teacher observation; Rubric
1	b	Using relative location to direct classmates, have each student write a paragraph giving directions from school to his/her house.	Rubric
1	a, c	Using pictures of architecture, sports events, costumes, or other specified events and activities, have students use map coordinates to identify places that would most appropriately fit the picture (e.g., fur parkas—Alaska coordinates).	Rubric; Teacher observation; Criterion-referenced assessment
1	d	Divide the class into groups and give each group one candy bar wrapper that has the ingredients listed. Use almanacs and other resource material to identify one source country for each ingredient. Locate each place on a world map.	Teacher observation
1	f, g	Using different map projections and a globe, analyze the differences, distortions, and use of maps and globes.	Teacher observation
1	b, e, f	Have students draw a world map from memory labeling major bodies of water and land masses. *The activity can be repeated several times during the course to show students they are gaining geographic knowledge.*	Teacher observation

Grade Level: Introduction to World Geography
Unit Theme: Place

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	Brainstorm the characteristics of places (e.g., lithosphere, hydrosphere, etc.).	Teacher observation
2	c, d	Construct charts and tables to illustrate land usage in an eroded area before the land was eroded and after the erosion was controlled. Other natural or man-made phenomena may be used (e.g., volcanic eruptions, earthquakes, Dust Bowl, etc.).	Rubric
2	e, f	Select pictures and distribute to students. Have each student write a descriptive essay using geographic terms to describe demographics and culture depicted.	Rubric
2	b	Divide class into groups. Assign each group a specific country and use almanacs, atlases, census reports, and other resources to construct charts and tables illustrating the cultural and demographic features of the assigned country.	Teacher observation
2	h	Divide students into groups to research the cultural characteristics of different continents. Create a video series, a book, or give a presentation on the findings.	Rubric
2	g	Compare cartograms to political maps.	Teacher observation

Grade Level: Introduction to World Geography
Unit Theme: Human Environment Interaction

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a, b, c, d, e	Construct collages of pictures cut from periodicals to illustrate how humans have adapted the environment to fit their needs. Analyze the collages and list the positive and negative effects of the adaptations.	Rubric
3	a, b	Assign small groups a specific region. Research how and why humans have interacted with the environment in specific ways within each area.	Rubric
3	a, b, c, d, e	Students will research the positive and negative impact of human environment interaction. Compare findings at the local level with finding of other regions of the world (e.g., rainforest, ozone depletion, pollution, etc.).	Teacher observation

Grade Level: Introduction to World Geography
Unit Theme: Movement in Geography

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	Research the causes of various mass migrations in history and design charts, tables, maps, or graphs to illustrate cause and effect of the migration (e.g., Irish potato famine, American Trail or Tears, etc.).	Rubric
4	b, d	Design graphs to illustrate the changes in modes of transportation and communication and how these changes have influenced settlements of people.	Rubric
4	b, c	Using a map, chart the production and distribution of a candy bar.	Teacher observation
4	a, b, c	Research and create a chart showing the length of time different modes of transportation taken to get from one point to another.	Venn diagram

Grade Level: Introduction to World Geography
Unit Theme: Regions

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
5	a, b, d	Brainstorm the characteristics of a region (e.g., soil, climate, language, religion, etc.), and have students research different regions of the world. Compile information.	Venn diagram
5	c, d	Create a compilation map of different regions of the world.	Rubric; Teacher observation
5	e f	Research the natural resources found in the specific regions of the world and the impact they have on the world economy.	Venn diagram
5	e	Research and discuss the reasons many regions change over time.	Teacher observation
5	f	Debate possible changes in regions in the future by creating student-groups to research a specific region.	Teacher observation

ADVANCED WORLD GEOGRAPHY

-one year-

Advanced World Geography is designed to provide students with the skills to ask geographic questions, acquire geographic information, arrange geographic information, analyze geographic information, and answer geographic questions. Students will master these skills by studying the six (6) essential elements of geographic content: (1) the world in spatial terms, (2) places and regions, (3) physical systems, (4) human systems, (5) environment and society, and (6) the uses of geography. The course of study will address the skills and elements by examining Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

1. Describe the relationship among people, places, and environments by mapping information about them. (C, H, G, E)

a. Use maps and other geographic tools to acquire, process, and report information.

b. Use mental maps to organize information.

c. Analyze the spatial organization of people, places, and environments on the Earth's surface.

2. Recognize that the identities and lives of people and individuals are rooted in particular places and regions. (C, H, G, E)

a. Identify human and physical characteristics of places.

b. Identify various types of regions.

c. Explain why people create regions.

d. Discuss how culture and experience influence people's perceptions of places and regions.

3. Explain how physical processes shape Earth's surface and interact with plant and animal life. (H, G)

a. Describe the physical processes that shape the patterns of Earth's surface.

b. Explain how ecosystems are created, sustained, and modified.

4. Describe how human settlements and structure are part of Earth's surface. (C, H, G, E)

a. Describe characteristics, distribution, and migration of human population on Earth's surface.

b. Discuss the characteristics, distribution, and complexity of various cultural groups.

c. Analyze patterns and networks of economic interdependence on Earth's surface.

d. Explain the processes, patterns, and functions of human settlement.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

5. Evaluate how the physical environment is modified by human activities. (C, H, G, E)

a. Cite examples of how human activities affect physical systems.

b. Describe the ways in which human societies value and use Earth's natural resources.

c. Explain how human activities are influenced by Earth's physical features and process.

6. Appraise how humans compete for control of Earth's surface. (C, H, G, E)

a. Discuss the role of cooperation and conflict in shaping events.

b. Analyze patterns and networks of economic interdependence.

Grade Level: Advanced World Geography
Unit Theme: The World From Spatial Terms

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	a, c c, d	Create maps to illustrate how population density and location vary in relation to resources and land use.	Teacher observation
1 2	a, c b	Develop maps of countries, regions, and other locations showing true spatial relationships.	Teacher observation
1 3 4 5 6	a, c a c b a	Research the production of automobiles. Locate areas of resource and production.	Teacher observation; Rubric
1 2 3 4 5	a, b, c a, b, c, d a, b a a	Using maps, analyze the cause for large population centers in the world and the effect they have had on the environment, economy, and society. Create a chart.	Rubric

Grade Level: Advanced World Geography
Unit Theme: Places and Regions

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4 5	a, b a, d a a, d a	Select a place to research. The student should examine "What makes this place special?" and "How has this place changed over time?" Create a presentation or poster.	Rubric
2 3 4	a, d a, b a, d	Analyze the advantages and disadvantages of using specific places for settlement.	Teacher observation
1 2 3 4 5	b b, c, d a, b a, b, d c	Analyze different regions. Debate the pros and cons of settlements in the regions.	Teacher observation
1 2 4 6	a, c b, c, d a, b a	Choose a country and research the regions found within that country. Create a diagram showing the differences among the regions and the similarities that help create a country. Further analysis could also be used to show the reason for regional conflict in the world.	Teacher observation; Rubric; Criterion-referenced assessment

Grade Level: Advanced World Geography
Unit Theme: Environment and Systems

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3 4	a b a, b, c, d	Analyze the manner in which the local environment has been impacted by humans. Create a map/chart.	Teacher observation; Rubric
1 3	a, c b	Research the impact local business and industry have on the environment and compare this to like research on selected locations. Create a chart.	Venn diagram
3 5	a, b a, b, c	Debate chosen potential global effects to the environment caused by humans (e.g., acid rain, contaminated ground water, etc.).	Teacher observation
3 5	a, b a, b, c	Research environmentally friendly activities in the school and community. Create awards for friendly activities.	Teacher observation
3 5	a, b a, b, c	Create posters to raise awareness of environmental threats.	Teacher observation
5	a, b, c	Debate the short and long term cost of environmental (green) business practices.	Teacher observation

Grade Level: Advanced World Geography
Unit Theme: Physical Systems

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 3 4 5	b, c a a, d c	Research and write an essay on the effect of physical events on human settlement on different regions (e.g., earthquake, hurricane, tornado, etc.).	Rubric
1 2 3	a b b	Research and create a class map of different types of climate regions.	Criterion-referenced assessment; Teacher observation
1 3	a, b a, b	Create a book of physical processes (e.g., erosion, folding, faulting, volcanism, etc.).	Rubric
1 3	a a, b	Research seasons, climate, and other physical actions of the earth. Create a poem, skit, or song explaining the subject chosen.	Rubric
1 2 3	a b, c a, b	Develop a chart identifying the physical system of the oceans (e.g., currents, etc.).	Teacher observation
1 3	a, c a, b	Select different ecosystems and analyze: • the variable productivity of ecosystems • the bio-diversity of ecosystems • the factors in creation of ecosystems • the physical characteristics of ecosystems Create chart, poster, or presentation.	Rubric

Grade Level: Advanced World Geography
Unit Theme: Human Systems

The following competencies will each be addressed through the study of Africa, Antarctica, Asia, Australia and Oceania, Europe, Middle America, North America, and South America.

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 4	a a, c a, b	Choose a region and analyze demographic data. Create comparison charts.	Rubric
1	a	Create population pyramids and analyze why the pyramid looks as it does.	Teacher observation
1 2 4	a b, c, d a, b, d	Analyze the human characteristics of different regions of the world.	Teacher observation; Selected response; Constructed response
1	a, c	Research the spread of human culture in the global society.	Rubric
1 6	a, c a	Develop a map showing selected international partnerships and alliances.	Teacher observation
1 4 5 6	a, c c c b	Classify the characteristics and spatial distribution of economic systems.	Teacher observation
1 4 5 6	a, c c c b	Analyze the global trade routes during different periods of history.	Teacher observation
6	a	Research how geography has affected cooperation/conflict among nations (e.g., wars over geographic space and warm water ports, etc.).	Teacher observation

PSYCHOLOGY

-one semester-

Psychology focuses on the history, advances in technology, and both internal and external influences that affect human mental development. The student will learn the various elements of human behavioral development that emphasize concepts such as "self-esteem" and "self-responsibility". The course is developed to be presented in thematic units using various learning experiences such as group interaction and community service. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography,** and **economics**. Competencies may be taught throughout the year in any order and combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

The sample objectives are optional, not mandatory. Competencies indicate skills that enable fulfillment of competencies, describe competencies in further detail, or show the progression of concepts throughout the grades. School districts may adopt the objectives, modify them, and are encouraged to write their own objectives to meet the needs of students in their school district.

STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Describe the impact of people, places, and events on the development of the study of psychology. (H, G)

a. Identify major contributors to the study of psychology.

b. Trace the development of psychological study from one of a theory to that of a science.

c. Describe the relationship of psychology to other sciences such as sociology and biology.

2. Describe the impact of science and technology on the study of psychology.

a. Analyze the methods of measuring the development of the human mind.

b. Identify the scientific and medical advances that have helped treat psychological disorders.

3. Describe the impact of various environmental factors on the development of the human mind.

a. Analyze the internal influences on human development (e.g., heredity).

b. Identify the impact of external influences on human development (e.g., media, school, family).

4. Describe the factors that help develop one's attitude toward citizenship responsibility. (C, E)

a. Discuss the effects of personality traits and disorders that impact on proper citizenship.

b. Discuss the role of psychologists in our society.

5. Describe the key elements of psychological study and personality development. (H, E)

a. Analyze the behavioral stages of socialization and maturation.

b. Recognize the various methods of learning (e.g., cognitive, psychomotor).

c. Recognize the methods of measuring knowledge (e.g., IQ).

d. Explain the economic and emotional "costs" associated with various disorders (e.g., compulsion, obsession).

e. Discuss the influences of various drugs on the mind and body.

f.Compare the relationships of various emotions to their resolutions.

Grade Level: Psychology
Unit Theme: History of Psychology

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b, c	Have students identify contributors to the study of psychology (e.g., Pavlov, Freud, etc.).	Selected response
2	b	In groups, students will create presentations on: • What is Psychology? • What is Sociology? • What is a feeling? • What is an emotion?	Constructed response; Rubric
1	a, b, d	Have students create posters about famous events in psychology and psychologists.	Criterion-referenced assessment
1	c	Research and discuss the various methods of studying the human mind.	Teacher observation

Grade Level: Psychology
Unit Theme: Human Mind Development

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	c a	Chart the different methods to measure the ability of the mind (e.g., Bloom's Taxonomy, etc.).	Criterion-referenced assessment
3 5	a, b c	View a film on the stages of mental development.	Teacher observation
3	a, b, c	In groups, describe how each one plays a role in his/her family and neighborhood.	Teacher observation

Grade Level: Psychology
Unit Theme: Internal Influences on Mental Development

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
5	d, e, f	Write and present a paper titled, "How Do I Feel?".	Selected response
5	d, e, f	Show a film and research the effects of drugs and alcohol on mental ability.	Rubric
5	d, e, f	Invite guest speakers (e.g., police, doctor, psychologist, etc.) to discuss mental development or addiction.	Teacher observation
5	d, e, f	Chart the various disorders that affect the mind (e.g., obsession and compulsion) and known treatments.	Rubric; Constructed response
5	d, e, f	Create a listing of biological and hereditary disorders affecting the mental state.	Rubric; Constructed response; Selected response

Grade Level: Psychology
Unit Theme: External Influences on Mental Development

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3 4	c b	Discuss the impact of "good" and "bad" educational goals on the development of mental ability.	Selected response
3 5	c a, b	Research and describe the impact of television, newspaper, music, and financial status on the mental state.	Criterion-referenced assessment
3 5	a, c a, b	Create a video or multimedia presentation on how films affect mental development in young people.	Rubric
4	b	Research and debate the importance of volunteerism	Teacher observation
4	b	Select a community service project to accomplish (e.g., visit to a nursing home, retirement center during a holiday season).	Teacher observation

Grade Level: Psychology
Unit Theme: Psychology—Today and Tomorrow

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	c	Research and debate the role of a "psychologist" in the medical field.	Selected response
4	c	Invite guest speakers (e.g., psychologist, medical doctor, and hospital administrator, etc.), for a panel discussion on their roles.	Criterion-referenced assessment

SOCIOLOGY

-one semester-

Sociology engages in the study of people and their life in groups. This will be done by examining how people behave in groups and how interaction shapes both individual and group behaviors. The analysis of the rules, organizations, and value systems that enable people to live together will also be an area of emphasis.

Information will be acquired from a variety of sources—written, visual, oral, and through interviews and surveys. Information will be used to solve both hypothetical and real problems and to reach decisions about preferred courses of action. By analyzing social change in a variety of contexts, the student's ability to deal with change in his/her own lives should increase. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Describe the various schools of sociological thought and trace their progress. (C, H, G, E)

a. Identify historic backgrounds of modern-day sociology.

b. Distinguish among various schools of sociological thought.

c. Describe how sociology affects every aspect of society.

2. Examine the nature of culture and analyze conformity with and deviance from cultural mores. (C, G)

a. Generate a definition of culture.

b. Distinguish between conformity and deviance from cultural mores.

c. Analyze instances of cultural conformity and deviation.

3. Analyze social structure. (C, H, G, E)

a. Describe social roles, their development, and their relationships among social groups.

b. Distinguish between formal and informal groups and assess their importance.

c. Compare social stratification in traditional and industrial societies.

4. Discuss and analyze major social problems. (C, H, G, E)

a. Describe major social problems and their affects on the economy.

b. Analyze causes and effects of given social problems.

c. Compare and contrast the nuclear family and extended family.

5. Assess continuity and change in social groups. (C, H, G, E)

a. Examine relationships between social groups.

b. Describe ways groups resist and accommodate change.

c. Explain how location affects change in social groups.

Grade Level: Sociology
Unit Theme: Sociology

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b	Research the various theories of sociology from the earliest pioneer to the present day. In groups of three or four, devise a chart comparing various schools of thought.	Rubric; Teacher observation
1	c	Generate a list of ways sociology influences society (e.g., public policy, the Civil Rights Movement, etc.).	Teacher observation
2	a	In groups, brainstorm what "culture" is comprised. Have the whole class come to a consensus of a general definition of culture.	Teacher observation
2	b, c	Look up definitions for *deviance*, *conformity*, and *mores* and create murals or visual presentations.	Criterion-referenced assessment
2	b, c	Work as a class on examples provided showing conformity and deviance in society. In groups of four, generate other examples of conformity and deviance.	Criterion-referenced assessment
3	a	Distinguish between cultural and social roles. Determine how cultures affect social development through research and class discussion (e.g., the cultural belief that every human has worth, the development of programs for the aged or handicapped, etc.).	Teacher observation
3 4	b b	Brainstorm some formal norms which have been established by deliberately organized groups (e.g., such as traffic rules, dress codes, etc.). List informal norms under which groups of friends operate (e.g., such as wearing only black, etc.) and the results of going against the group.	Teacher observation

Grade Level: Sociology
Unit Theme: Sociology

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a, b, c	Compare Japanese, East Indian, American, and English social structures and create a chart/poster of findings.	Rubric; Teacher observation
4	a, b	Gather data on social problems (e.g., teenage pregnancy, the welfare cycle, etc.) and determine how the economy is affected.	Teacher observation
4 5	b a, b	Research the Civil Rights Movement and what the impact has been on society.	Teacher observation
4	c	Make a chart comparing family structures (e.g., single parent families, divorced/remarried families, extended families with grandparents, etc.), using economic factors (e.g., homes, food, clothing, recreation, etc.).	Teacher observation
5	a, b, c	In groups, research one social group. After completing research each group will present information which will be placed on a class chart so that relationships can be established. Using research, determine if location had any affect on social changes. Select one social group and determine how various locations would affect that group.	Teacher observation

BIBLICAL HISTORY OF THE ANCIENT MIDDLE EAST 2000 B.C.- 100 A.D.

-one year-

Biblical History of the Ancient Middle East, 2000 B.C.-100 A.D., an elective, is a two-semester course for ninth through twelfth grade students. This course is designed to investigate the history, culture, geography, economics, and political systems of the ancient Middle East.

The course requires reading, writing, analyzing and evaluating. Students should participate in oral presentations, cooperative learning activities and research projects related to the content. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

The competencies are required to be taught. The competencies combine these strands: **civics**, **history**, **geography,** and **economics**. Competencies may be taught throughout the year in any order and combined with other competencies. Competencies are not ranked in order of importance; rather the sequence of competencies relates to the broader K-12 framework. Competencies provide a general guideline of on-going instruction, not isolated units, activities, or skills.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the development of ancient Israel and surrounding areas. (H, G, E)

a. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East.

b. Describe major events in the development and decline of regional empires (e.g., Egyptian, Assyrian, Babylonian, Medo-Persian, Greek, and Roman).

c. Examine the development of Israel as a nation.

2. Describe the relationship of people, places, and environments through time. (C, H, G, E)

a. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D.

b. Critique the conflicts over the land of Palestine from 2000 B.C. to the present.

c. Analyze the movements and interactions of various groups of people in the ancient Middle East.

d. Analyze the impact to the Palestine area as a crossroad for trade in ancient and modern societies.

e. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.

3. Examine the contributions made by archaeological work in the Middle East. (C, H, G, E)

a. Define the science of archaeology.

b. Review archaeological finds in the Middle East.

c. Critique the impact of archaeology related to various documents (e.g., Bible, Dead Sea scrolls, etc.).

4. Describe the impact of science and technology on the historical development of the Middle East. (C, H, G, E)

a. Explain how technological development transformed agriculture and customs of the ancient Middle East.

b. Describe the transition from the barter system to monetary system (coinage).

5. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Locate and label selected physical features of the Middle East.

b. Compare and contrast ancient political boundaries with those of modern independent nations.

6. Discuss the similarities and differences of ancient Middle Eastern cultures. (C, H, G, E)

a. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures.

b. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East.

c. Examine the roles, status, and interaction of diverse groups of people (e.g., parents, children, men, women, slaves) within various ancient Middle Eastern societies.

d. Analyze selected examples of ancient Middle Eastern literature (e.g., legends, poetry, prophecy, and wisdom literature).

7. Analyze the development of social and political systems in the ancient Middle East. (C, H, G, E)

a. Compare/contrast political systems of the ancient Middle East.

b. Discuss major political movements from 2000 B.C. to 100 A.D.

c. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East.

d. Analyze the development and expansion of various legal systems (e.g., Hebrew, Roman, Sumerian, Egyptian).

e. Show the impact of various empires on developing social structures of the ancient Middle East.

f. Summarize the effects of early religious teachings on ancient and modern social structures (e.g., Hebrew, Christian, Roman, Persian, Egyptian).

Grade Level: Biblical History of the Ancient Middle East, 2000 B.C.-100 A.D.
Unit Theme: Geography

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b, c	Students will gather pictures of the modern Middle East. Create a map. Compare and contrast the topography. Label empires and dates. Students will show the growth of Israel to its height with a matrix.	Constructed response; Rubric
2	d	Label Palestine as a "Wheel Hub". Draw "spoke" lines from all of the ancient population centers to Palestine.	Rubric
3	b	Create a poster showing archaeological findings.	Rubric; Teacher observation
4	a	Students build a model of various irrigation techniques that influenced the area (e.g., Egyptian canals, Roman aqueducts).	Rubric
5	a, b	Have students create a physical map of the ancient Middle East.	Rubric; Teacher observation
6	a	On a map, color code different religions of the ancient Middle East. Create a key.	Criterion-referenced assessment; Teacher observation
7	c	Research and locate different battle locations in the ancient Middle East. Note the distinguishing physical features that characterized the battle's being fought at that particular location.	Rubric

Grade Level: Biblical History of the Ancient Middle East, 2000 B.C.-100 A.D.
Unit Theme: History

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, b, c	Divide students into five (5) groups. List characteristics of civilization: • technical skills (use of metal) • cities with some form of government • division of labor • developed calendar • form of writing	Rubric
2	a, e	Place the names of key people of the ancient Middle East in a can. Let students "draw" names of key figures. Students should research using a standard profile sheet of key figures. Report to class.	Rubric
3	a,b, c	Research and critique the impact of archaeology related to historical documents.	Rubric
4	b	Define barter/monetary system. Have students trace the history of the use of money. Document dates, civilizations, face value of coinage on a Venn Diagram.	Criterion-referenced assessment; Venn diagram
6	a, b, c, d	From selected examples of ancient middle eastern writings, have students rewrite examples using modern 20th century names, places, and physical characteristics.	Teacher observation
7	a	Research and compare ancient Middle Eastern political systems and create visuals.	Constructed response

Grade Level: Biblical History of the Ancient Middle East, 2000 B.C.-100 A.D.
Unit Theme: Economics

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	b, c, d, e	Research how people of the Ancient Middle East made a living. Each student chooses a different occupation.	Rubric
4	a, b	Define Barter System. Design graphics to demonstrate an even trading system (e.g., 6 goats = 1 tent).	Rubric
5	a, b	Identify the Middle East members of OPEC. Identify on a map.	Teacher observation
6	b, c	Role play the contributions of various family members toward the economic welfare of the family in the ancient Middle East.	Rubric

Grade Level: Biblical History of the Ancient Middle East, 2000 B.C.-100 A.D.
Unit Theme: Culture

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	b, c, d, e	Divide the class into groups. Each group will create a poster describing culture. Describe the culture of various groups in Palestine from 2000 B.C. to 100 A.D.	Rubric
4	a, b	Review some archaeological finds of the Middle East. Class discussion of how each find is unique to the Middle East culture.	Teacher observation
6	a, b, c, d	Research, analyze, and debate Middle East cultural contributions and their impact on today's world.	Teacher observation
7	f	As a group, have students create a comparative chart demonstrating the cultural differences/ similarities of the Middle Eastern religions.	Teacher observation

Grade Level: Biblical History of the Ancient Middle East, 2000 B.C.-100 A.D.
Unit Theme: Social and Political Systems

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b, c	Review ancient Israel's becoming a nation and examine the controversy of modern day Israel's becoming a nation.	Teacher observation
2	a, b, c, e	In order, list the various groups that ruled over Palestine from 2000 B.C. to 100 A.D. Explain conflicts that brought these groups into power. Use a timeline to place events in order.	Teacher observation
5	b	Distribute maps of the Middle East. Document different nations (e.g., Israel, Roman) at their height of power. Write a brief summary of their political system.	Rubric
7	a, b, c, d, e, f	List various legal systems that have been established in the Middle East from 2000 B.C. to 100 A.D. (e.g., Law of Moses, Christianity, the Code of Hammurabi, Draconian Code). Students should compare a common crime under each legal system (e.g., theft, etc.).	Rubric; Teacher observation; Constructed response

LOCAL RESOURCE STUDIES

-one semester-

Local Resource Studies, an elective, is a one-semester course for ninth through twelfth grade students. This course is designed to investigate how natural resources in Mississippi have been affected by history, economics, politics, and culture. The course will develop a greater awareness of natural resources and how they can best be used. The course requires reading, writing, analyzing, and evaluating. Each student should be given the opportunity to participate in oral presentations, cooperative learning activities, and research projects related to the content of the course. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the use of natural resources in Mississippi. (C, H, G, E)

a. Compare/contrast the use of natural resources during the following periods: Native American, French, Spanish, British occupations, and modern period.

b. Analyze the impact of natural resources on the expansion of the Mississippi territory into statehood.

c. Trace the development and use of natural resources in the state and local area.

2. Describe the geographic significance of natural resources. (G)

a. Describe the geographic aspects of natural resources (e.g., location, impact on the region, etc.).

b. Explain the relationship between migration patterns and natural resources.

3. Describe the relationship of people, places, and the environment with government. (C, H, G, E)

a. Identify laws that have affected natural resources.

b. Explain how federal and state laws have affected the use of natural resources.

c. Demonstrate how various factors have led to changes in governmental policies (e.g., economics, politics, etc.).

4. Analyze the technological impact of resources. (C, H, G, E)

a. Compare/contrast the use of machinery and manual labor.

b. Explain how technology is used to control the use of natural resources.

c. Explain the pros and cons of using technology to conserve natural resources.

Grade Level: Local Resource Studies
Unit Theme: The Land

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a, c	Research land uses in the state and local area from the time of settlement until the present. Analyze the impact of resources on the growth in Mississippi.	Teacher observation
2	a	Research the human and physical aspects of natural resources.	Venn diagram
1	b	Trace the development of land as a resource in the state.	Constructed response
3	a, b	Identify laws that influence the use of natural resources. Identify factors that led to changes in government policies.	Teacher observation; Criterion-referenced assessment

Grade Level: Local Resource Studies
Unit Theme: Water

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	Analyze water use in the state (e.g., agriculture, human consumption, recreation, etc.), and locate areas of use.	Rubric
2	b	Explain the relationship between water as a resource and migration patterns in and out of the state.	Teacher observation
1	a	Trace routes of early settlers in the state and areas of settlement.	Teacher observation
3	a	Identify laws that have affected the natural resource of water and create a timeline of major events.	Rubric

Grade Level: Local Resource Studies
Unit Theme: Forest

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a, b	Explain the advantages and disadvantages of conserving forest lands.	Selected response; Constructed response
4	c	Explain the impact of using machinery to harvest forest resources.	Rubric
3	a, b, c	Identify laws that have affected the use of forests as a resource. Explain how the federal government regulates natural resources.	Teacher observation
1	a, c	Demonstrate how economics and politics have led to changes in government policies with regard to use of natural resources.	Teacher observation

LAW RELATED EDUCATION

-one semester-

Law Related Education, an elective, is a one-semester course for ninth through twelfth grade students. The course is designed to study the importance of the law in students lives. A greater awareness of local, state, and federal law will be gained by students. The roles, rights, and responsibilities of students will be discussed in the course. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

The social studies curriculum is designed to be taught in a developmental sequence. This means that the instruction proceeds from the simple to the complex, beginning with the child's immediate geographic world and expanding to the world, using history, civics, and economics to develop the child's knowledge and perspectives. The expanding theme that is incorporated in this framework refers to a curriculum progression in the study of people from self, families, communities, cities, regions, United States to the world.

The *Curriculum Guide* is one suggested format. Competencies may be taught thematically, chronologically, geographically, or in any other format a district develops.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Analyze changes in the law and recognize the dynamic nature of the law. (C, H)

a. Define justice and law.

b. Trace the changes in law.

c. Elaborate on the government role in the establishment and enforcement of law.

2. Describe the organization of the legal system of the United States. (C, H, E)

a. Distinguish similarities and differences in the civil and criminal justice system.

b. Compare the federal courts to state courts.

c. Analyze the state's rights position (10th Amendment) versus federalist's position (Elastic Clause).

3. Analyze the roles and responsibilities of and assess the effectiveness of local, state, and federal law enforcement agencies. (C, H, G, E)

a. Distinguish similarities and differences among local, state, and federal law enforcement agencies.

b. Describe the responsibility and jurisdiction of any given law enforcement agency.

c. Assess working relationships among law enforcement agencies at various levels.

4. Analyze the effectiveness of correction systems in deterring criminal behavior. (C, H)

a. Distinguish between civil and criminal penalties.

b. Analyze various alternatives to incarceration.

c. Analyze the effectiveness of the correction systems in rehabilitating incarcerated persons and deterring crime.

Grade Level: Law Related Education
Unit Theme: Law Related Education

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b, c	Write a list of laws on the chalkboard and ask students to rank them from least to most important. Ask students to analyze their rankings and decide whether property, safety, or personal rights are more important to them.	Constructed response; Teacher observation
2	a	Have students look through newspapers to find articles on local civil and criminal court proceedings. Students will display the articles and discuss whether they are civil or criminal crimes.	Rubric; Constructed response
2	b	Make a set of cards. Provide information about our federal and state courts. The students will organize the cards under the headings of federal or state courts.	Criterion-referenced assessment
2	c	Group of students research a debate on states' rights vs. a federalists' position.	Teacher observation
3	a	Write an essay on how local, state, and federal laws protect a citizen.	Rubric
3	b	Make a chart of at least two law enforcement agencies and compare and contrast their duties. Create a Venn Diagram.	Rubric
3	c	Interview different law enforcement officials and discuss how they work with one another.	Rubric
4	b	List at least three alternatives to incarceration. Research and draw a graph to show outcome.	Rubric
4	c	Create a chart on the number of inmates returned to prison/jail after first release.	Teacher observation
1	a	Research and debate which is of more importance *justice* or *law*.	Teacher observation
4	a	Have students research and decide if a list of teacher-researched penalties are *civil* or *criminal*. Create a consensus chart for the class.	Teacher observation

PROBLEMS IN AMERICAN DEMOCRACY

-one semester-

Problems in American Democracy is a one-semester course designed to create in students a greater awareness of the problems facing the United States today. The content of the course should focus on the arena of geography, politics, society, and science and technology. The emphasis should be placed on analysis of issues, situations, and problems with the goal of fostering positive appreciation and desired resolution.

The course offers unique opportunity for the enhancement of civic responsibility through volunteerism and other community activities affiliated with the issues being studied. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Analyze the effects of changing geographic phenomena in the United States. (C, H, G, E)

a. Describe major environmental crisis in America today (e.g., desertification, acid rain, ozone depletion, nuclear waste, etc.).

b. Examine the effects of overpopulation on the physical resources of the United States.

c. Evaluate the physical impact of rapid urbanization in the United States.

2. Describe the importance of balancing the rights, roles, and status of individual Americans with those of the society at large. (C, H)

a. Examine the interactions of diverse ethnic, national, and cultural groups in the United States.

b. Describe the major events that led to the extension of civil liberties and civil rights.

c. Analyze the causes and effects of criminal and delinquent behavior in the United States today.

d. Examine the importance of civic responsibility as a solution to societal problems.

3. Evaluate the challenges of maintaining balance among different socio- economic groups in the American democracy. (H, G, E)

a. Examine the concept of the distribution of wealth.

b. Analyze probable causes and cures of poverty.

c. Describe the adjustments of United States citizens to a global economy.

4. Describe the impact of science and technology on American society. (H, G)

a. Analyze how science and technology influence the values, attitudes, and beliefs of our society (e.g., censorship, etc.).

b. Evaluate how science and technology have transformed the physical world and human society (e.g., skyscrapers, Internet, etc.).

c. Evaluate the impact of specific scientific and technological inventions (e.g., nuclear weapons,

5. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Interpret special purpose maps, primary, and secondary sources (e.g., satellite images of deforestation, etc.).

b. Analyze graphs, schedules, tables, and timelines.

Grade Level: Problems in American Democracy
Unit Theme: Natural Resources

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 5	a a, b	Design and interpret graphs, charts, maps, etc., to show the effects of various geographic changes in the United States.	Rubric
1	a	Write alternative policies for the use of the nation's land, water, and other natural resources. (Group assignment)	Rubric
1 2	a d	Write an analysis of a major environmental crisis in the United States today. Evaluate the role of government.	Rubric
1 2	b d	Debate the issue of forced population control.	Teacher observation
1 2	c c	Describe urban problems of physical and social concerns (e.g., slums, overcrowding, pollution, crime, etc.).	Enhanced multiple choice; Selected response

Grade Level: Problems in American Democracy
Unit Theme: Culture in the United States

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	Identify major ethnic, national, and cultural groups in the United States.	Enhanced multiple choice; Selected response
2	a, c	Analyze pros and cons of cultural/ethnic and religious diversity in United States society. (Oral or written)	Rubric
2	b	View videos on the American Civil Rights Movement. Students should write reactions/responses.	Rubric
2	b	Describe the laws, amendments, etc., that extended civil liberties and/or civil rights. Create a timeline.	Enhanced multiple choice; Selected response
1 2	c b	Debate a major issue pertaining to civil liberties/rights (e.g., death penalty, etc.).	Teacher observation
2	d	Discuss civic responsibilities (e.g., voting, jury duty, volunteerism, etc.).	Enhanced multiple choice; Selected response
2	d	Let students perform an act of volunteerism for a local civic organization. (Optional)	Teacher observation

Grade Level: Problems in American Democracy
Unit Theme: The Effect of Economics

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Design graphs to show the distribution of wealth in the United States today.	Rubric
3	a	Investigate and write an analysis of one of the various theories on the concept of the distribution of wealth.	Rubric
3	b	Discuss causes and effects of poverty.	Enhanced multiple choice; Selected response; Constructed response
3	b	Describe the changing position of women in the workforce.	Enhanced multiple choice; Selected response; Constructed response
3	b	Research major economists and their views on the causes and/or effects of poverty. Write up and present findings to class. (Optional)	Rubric
3	c	Chart and graph a foreign-made product sold in the United States. Compare its sales to a similar American-made product.	Rubric; Teacher observation

Grade Level: Problems in American Democracy
Unit Theme: Science and Technology

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4	a	Debate a changed belief or attitude that is attributable to a scientific and/or technological advancement (e.g., religious, moral).	Rubric
4	b	Formulate strategies and develop proposed solutions to problems resulting from technological changes (e.g., lack of job skills).	Rubric
4 5	b a, b	Use maps, charts, graphs, etc., to interpret and formulate conclusions of the impact of science and technology on specific aspects of American society.	Teacher observation
4	c	Have students choose a particular industry and list computer related changes in that industry over a specific period of time. Have students show formulated conclusions on the value of the computer to industry.	Rubric
4	c	Chart/graph the influence of the computer on an industry.	Teacher observation

GLOBAL STUDIES

-one semester-

Global Studies, a one-semester elective, is designed to study issues that challenge and concern citizens today, affect the lives of persons in other parts of the world, and cannot be adequately understood in a local or national context. Units of study should focus on issues surrounding politics, population and development, culture, economics, and the environment. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Discover how culture influences the decisions of world leaders. (C, H, G, E)

a. Identify culture and current world political leaders.

b.Evaluate the cultures of the most populated countries of the world.

c. Compare and contrast the traditions of these countries with those of the United States.

2. Explain how economics, geography, and history have influenced the political systems of the world. (C, H, G, E)

a. Describe the characteristics and associated terms of various world political systems (e.g., republic, dictatorship, absolute monarchy, etc.).

b. Compare/contrast socialism and other economic systems.

c. Analyze the role and impact of international organizations (e.g., NATO, UN, Organization of American States, World Bank, etc.).

3. Describe the role of current world leaders. (C, H, G, E)

a.Identify current world political leaders and their duties.

b. Describe the role of world leaders within the context of peace initiatives, global conflict, and humanitarian issues.

4. Understand global trade. (C, H, G, E)

a. Analyze the impact of different international organizations and agreements on the world economy (e.g., OPEC, NAFTA, Most Favored Trade Relations).

b. Identify the most important items of trade on the global market.

5. Compare the distribution of global resources. (C, H, G, E)

a. Identify and examine the critical global natural resources, the regions in which they are located, and the depletion of many of these resources.

b. Examine the various world conflicts that have resulted from resource distribution issues.

c. Identify the countries that are the primary exporters and consumers of natural resources (e.g., 1st World, 3rd World Nations).

Grade Level: Global Studies
Unit Theme: Cultures of the World

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	In a class discussion, encourage students to give their definition of what the term *culture* encompasses. Create a chart.	Rubric; Teacher observation
1	a, b	In groups, select a country. The group will research (e.g., using text, Internet, etc.), its country to determine the culture's traditions such as dress, food, government, economic. Through the use of posters, foods, trade products, and videos, the group will demonstrate the culture of the country selected.	Teacher observation; Rubric
1	c	Write an essay comparing/contrasting the United States's culture with the culture of the country they researched.	Rubric
1	c	Research the global cultures found in their area and write to electronic pen pals.	Teacher observation

Grade Level: Global Studies
Unit Theme: Governments of the World

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a	In groups, assign research on one of the type of government (e.g., socialist democracy, socialist dictatorship, capitalist constitutional monarchy, federal unitary, etc.). Each group should use reference books, almanacs, encyclopedias, newspapers, the Internet, and magazines to find three or more countries that have their assigned type of political system and explain how this political system works. Have the students present their findings to the class.	Teacher observation
3 5	a, b a	Research one of the following conflicts: • Northern Ireland • Israel and the Palestinians • Philippines • South Africa Write how the conflict involved the people of that country and the government.	Rubric
2	b	Compare the economic system of a democratic country to the pure socialist economic system.	Selected response; Constructed response; Rubric
3	a, b	List accomplishments of world leaders. List each leader's role in the context of peace initiatives, global conflicts, and humanitarian issues.	Rubric

Grade Level: Global Studies
Unit Theme: Economics of the World

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4 5	a a	Define the different international trade organizations and explain their impact on the world economy.	Enhanced multiple choice; Constructed response
4	b	Research a country and develop a collage that represents the most important trade items of that country. The collage should include both import and export items. After the collages are complete, the class will discuss the items that show up most on the collages.	Enhanced multiple choice; Rubric

Grade Level: Global Studies
Unit Theme: The World Environment

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
5	a	Discuss and debate the most important natural resources in the world. List these on the board. Identify each resource as a renewable or non-renewable resource.	Teacher observation
5	b, c	Report on conflicts that have resulted from disagreements over natural resources.	Teacher observation; Constructed response
5	b, c	Create a map of a given country and enter symbols on the map to represent the country's leading imports. Prepare another map showing the country's leading exports.	Rubric

MINORITY STUDIES

-one semester-

Minority Studies is a one-semester course designed to study ethnic and cultural diversity and the desirability of maintaining ethnic diversity within the common United States culture. The course should consist of units of study that focus on the accomplishments and history of minorities in the United States using the civics, history, geography, and economic strands. Students should gain a greater understanding of the diverse and widespread contributions of minority groups. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced minority groups in the United States. (C, G, E)

a. Examine the location and patterns of migration and settlement of minority groups in the United States (e.g., The Great Migration, etc.).

b. Analyze legislation, rules, and regulations that have affected the experiences of minority groups in the United States (e.g., Jim Crow Laws, 19th Amendment, etc.).

c. Analyze the impact of economic factors of minority groups in the United States.

d. Recognize that the identities and lives of minority groups are rooted in places and regions.

2. Describe the relationship of people, places, and environments through time. (C, H, G, E)

a. Identify significant people from different minority groups and the contributions they have made in United States history (e.g., Martin Luther King, Jr., Jim Thorpe, Harriet Tubman, etc.).

b. Analyze the impact minority groups have had on the history of the United States.

c. Identify and describe the contributions of different minority groups (e.g., art, music, inventions, etc.).

d. Describe major events that led to civil rights for minority groups.

e. Examine the interaction of minority groups through time.

f. Analyze the major events in history that have had an impact on different minority groups (e.g., The Holocaust, Trail of Tears, slavery, etc.).

3. Examine the cultural impact of minority groups on society. (C, H, G, E)

a. Define minority group and culture.

b. Examine the culture of minority groups.

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Create and use a variety of maps to locate places and regions.

b. Create and use charts, graphs, and tables.

Grade Level: Minority Studies
Unit Theme: Immigration

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2	a, b, c b, e	Research Ellis Island and other ports of entry. Create a presentation on the findings.	Rubric; Teacher observation
2 4	b b	Research the countries of origin for immigrants throughout United States history. Create a chart showing the results of where and why immigrants settled.	Rubric
1 4	a, d b	Create a map of the United States and Mississippi showing where different minority groups are located in large numbers.	Rubric
3	b	Record oral histories from immigrants in the community and create a book of these stories.	Rubric
1 4	b b	Research legislation that influenced the acceptance of immigrants into the United States. Create a chart showing the major changes.	Teacher observation
1 4	b, c b	Research the economic impact of immigration. Create a chart of "perceived impact" and "true impact."	Teacher observation

Grade Level: Minority Studies
Unit Theme: African-Americans

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	a, d a	Research the location of African tribes and the routes taken by these people to the United States. Create a map.	Rubric; Teacher observation
2 1 2 1 2	a, c a, b, d d b b, c, d	*Identify the impact the African-American culture has had on the United States by:* • researching the contributions of African-Americans and creating posters, to show these contributions. • analyzing the migration patterns of African-Americans as a result of forms of civil rights legislation. • creating a timeline of civil rights legislation.	Rubric Rubric Rubric

Grade Level: Minority Studies
Unit Theme: Native-Americans

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4 3 4	d d a a	Research the Native Americans by regions (e.g., Northeast, Southeast, Far West, Northwest, Southwest, and Great Plains), and • create a Venn diagram showing the similarities and differences among tribes. • create a map showing the original territories of the tribes.	Rubric; Teacher observation
1 2 4	a, d e a	Create maps comparing original tribal lands and existing land areas.	Rubric
1 2 3	c e, c b	Research and have each student write a chapter on the philosophies of life that individual tribes had on: • family • coming of age • economics • the land • culture Create a book.	Rubric; Teacher observation
1 2 3 4	b, d a, b, d, e b b	Research and create a timeline of major events, legislation, and people in Native American history.	Rubric

Grade Level: Minority Studies
Unit Theme: Asian-Americans

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 3	a, d a, b	Have students generate answers to the following questions: • What is a minority group? • What is culture? If Asians are the majority of the world's population, how can we consider them a minority?	Teacher observation
2	b, c, d, e	Research and create a play reflecting the history of, events of, and famous Asian-Americans in United States history.	Rubric
1 4	a, c, d a	Research the location and settlement of Asian-Americans and create a map.	Rubric
1 2	d b, c	Take a field trip to an Asian market or an Asian restaurant.	Venn diagram
1 2	d c, e	Research different Asian groups looking for the culture, history, etc., of these groups.	Rubric
1	b	Research and write the history of legislation that was designed with Asians in mind and create a timeline.	Teacher observation; Rubric

Grade Level: Minority Studies
Unit Theme: Hispanics (Latinos/Latinas)

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	a a	Research the migration and settlement patterns of Hispanics in the United States. Create a map or presentation.	Teacher observation; Rubric
2	a, b	In small groups, research famous and influential Hispanics through history.	Teacher observation; Rubric
1 2 3 4	d c b c	Analyze Hispanic art, music, and other cultural contributions and create posters.	Teacher observation; Rubric
1 2 3	d e a	Research and discuss the varied backgrounds of Hispanics.	Teacher observation
1 4	b b	Create a timeline of how legislation has affected Hispanics through history.	Rubric; Teacher observation

Grade Level: Minority Studies
Unit Theme: Women

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 4	e b	Divide students into small groups. Have each group research a different time period and analyze the role of women during that specific time period.	Venn diagram; Rubric
1 2 4	b, c a, c, d b	Place the names of famous/important women in history (e.g., artists, politicians, inventors, etc.) in a can. Students can choose one woman to research and create visuals.	Rubric
2	b	Research the events that led to more equality for women in the United States and the impact these events have had on United States history. Create a timeline.	Rubric; Teacher observation
1 2	d a, b, c	Read the works of famous women writers. Analyze how the story would be different if a man had written it.	Rubric
2 3	b b	Debate whether or not women are a minority group.	Teacher observation

Grade Level: Minority Studies
Unit Theme: Religion

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3	d a, b	Research the basic principles of the major religions of the world (e.g., creation explanation, guiding principles, traditions, etc.).	Teacher observation
2	f	Analyze the impact religion has had on the history of the world.	Rubric
2 3	a a, b	Record oral histories from different religious groups, and their history in the state.	Rubric; Performance assessment
2 3	b, e, f a, b	Research and discuss historical events that were a result of religious discrimination (e.g. The Holocaust, Bosnian events, etc.).	Teacher observation
4	a	Create a map showing the distribution of religions in the world.	Rubric

HUMANITIES I

In *Humanities I*, the student will trace the formation and development of ancient and classical civilizations selected by the teacher and students. The interrelationships of world political and social structures will include the studies of history, literature, art, music, dance, drama, architecture, science and technology, geography, and government. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the development of selected civilizations. (C, H, G, E)

a. Examine the geographic factors that shaped the growth of selected ancient and classical civilizations (e.g., topography, climate, location).

b. Apply economic concepts and reasoning when evaluating social and political developments and issues of selected civilizations (e.g., imperialism, industrialization, governmental development).

2. Describe the impact of science and technology on the historical development of selected ancient and classical civilizations. (H, G, E)

a. Explain the causes and consequences of agricultural and industrial movements in the formation of selected civilizations.

b. Assess the role of geography in scientific and technological methods that impacted the progress of selected civilizations (e.g., inventions, discoveries, exploration).

3. Describe the relationship of people, places, and environments of selected ancient and classical civilizations. (H, G, E)

a. Evaluate the role of environment and its place in the creation of music, art, literature, and other cultural aspects in selected civilizations (e.g., folk dances, poetry, mythology, etc.).

b. Describe how place and environment affected the architecture of selected civilizations.

c. Explain the cause and effect of the environment on human migration in selected civilizations through time and how this impacted culture.

d. Assess the development and role of religion in selected civilizations.

e. Identify significant people and their roles in the development of the fine arts associated with specific periods and movements within selected civilizations.

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Use maps to locate places, regions, and topographical features of selected civilizations.

b. Create timelines to designate significant dates and periods in the cultural development of selected civilizations.

c. Construct charts to illustrate economic, cultural, historic, and geographic developments within specific civilizations.

5. Explain how civic responsibilities have been important to citizens in selected ancient and classical civilizations for the development of their political units. (C, H, E)

a. Describe political movements relevant to selected civilizations and its impact on culture.

b. Identify significant political leaders in selected civilizations and their impact on culture.

c. Assess the role of the citizens in the political process of selected civilizations.

6. Introduce, recognize, and trace the development of major forms of fine arts and literature in selected ancient and classical civilizations. (C, H, G, E)

a. Identify the major art forms and artists within a selected civilization and give examples of exemplary works in each form or technique (e.g., frescoes, murals, sculptures, opera, music, poetry, literature).

b. Assess how the various art forms (e.g., music, literature, visual) were affected and influenced by geographic, political, economic, and religious events and movements that occurred during a specific period.

c. Compare similarities and differences in art forms of selected civilizations.

d. Read literary works by authors of the period or works related to selected civilizations studied.

Grade Level: Humanities I
Unit Theme: Geography

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	a	Divide students into groups to locate on maps the relative and absolute locations of the selected country. Illustrate the topographical features of that country.	Rubric; Teacher observation
1 4	b a	Design projects to illustrate how the geographic features of the country influenced its economic policies, development, and culture. Group presentations.	Constructed response

Grade Level: Humanities I
Unit Theme: Technology

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2 4	a, b c	Identify the inventions and discoveries made by people in the selected country and assess the impact of these inventions and discoveries on civilization.	Chart/graphs

Grade Level: Humanities I
Unit Theme: Culture

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3	a	Research folk music, dances, art, and literature of selected countries. Demonstrate how the development of each was influenced by geography and environment.	Rubric; Constructed response
3 4	c a	Research the circumstances that would explain why people settled in certain areas of the country and not in others, and what events, if any, were responsible for the migration of people and animals from one area to another. Create a map, chart or timeline.	Rubric; Teacher observation
3 4	d b	Trace the development of religion unique to the selected country and asses its role in the development of that civilization. Create a timeline.	Enhanced multiple choice; Selected response; Constructed response
3 4	b, e c	List the people who made significant contributions to the fine arts of the selected country. Identify some of their works.	Venn diagram; Teacher observation
6	d	Read and compare selected literary works by authors of the period.	Venn diagram

Grade Level: Humanities I
Unit Theme: Civics

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
4 5	b a	Create a timeline of political events of ancient/classical civilizations.	Rubric; Teacher observation
4 5	c b	Research and create a Venn diagram of significant political leaders within the ancient/classical time period.	Venn diagram
5	c	Research and role play the political processes of various early civilizations.	Teacher observation; Selected response; Constructed response; Rubric

Grade Level: Humanities I
Unit Theme:

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
6	a	Divide the class into groups and have each group research the folk music, poetry, literature, and art of a chosen ancient or classical civilization. Demonstrate the dances, etc., to the class or bring illustrations of selected art.	Rubric; Teacher observation
6	a	Direct students to find different types of poems illustrated with the selected society. Using the correct format, compare the students' poems to illustrate their observations or conceptions of the society.	Rubric
6	a	Find illustrations in current print that use or parody selected words from former societies or civilizations (e.g., advertisements featuring "Mona Lisa," "Birth of Venus," etc.; album covers).	Rubric
6	b	Research the meanings of nursery rhymes, folk tales, and songs to demonstrate how political, religious, economic, and geographic events influenced art forms of the time (e.g., Ring Around the Rosey, Bubonic Plague, Little Red Riding Hood, French Revolution).	Teacher observation
6	c	Research the various masks used in the performance arts of selected societies. Perform a short reading from plays written during a selected period (e.g., Aristophanes, "The Clouds," Japanese Noh plays, African dilemma tales). Compare and contrast the masks used in the different societies.	Teacher observation; Rubric

HUMANITIES II

In *Humanities II*, the student will trace the formation and development of selected contemporary societies and cultures and how they were influenced by ancient and classical civilizations. The interrelationships of world political and social structures will include the study of history, literature, art, music, dance, drama, architecture, sculpture, science and technology, geography, religion, and government. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands.

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the development of selected contemporary societies. (C, H, G, E)

a. Examine the geographic factors that shaped the formation of contemporary cultures and subcultures (e.g., migration, catastrophic phenomena).

b. Apply economic concepts and reasoning to evaluate social and political developments and issues of selected contemporary societies (e.g., imperialism, nationalism, colonialism, urban renewal).

2. Describe the impact of science and technology on the historical development of selected contemporary and future societies. (C, H, G, E)

a. Explain the effects of social, political, and religious movements in various contemporary societies (e.g., cults, survivalists, Habitat for Humanity).

b. Predict how scientific and technological methods will impact the development of future societies.

c. Evaluate the role of the media in contemporary societies.

3. Describe the relationship of people, places, and environments of selected contemporary societies. (C, H, G, E)

a. Evaluate the role of environment and place in the creation of music, art, drama, and literature in selected contemporary societies (e.g., blues, rap, films, photography).

b. Describe how place, environment, and cultural aspects affected the architecture of selected contemporary societies.

c.Identify significant people and their roles in the development of the fine arts associated with contemporary societies (e.g., composers, artists, film directors).

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Use a variety of maps to locate places, regions, and topographical and demographic features of contemporary societies and their impact on culture.

b. Interpret political cartoons that are pertinent to issues current in contemporary societies.

5. Explain how civic responsibilities have been important to citizens for the development of their contemporary societies. (C, H, E)

a. Identify citizens or groups of citizens who have made significant changes in their contemporary societies (e.g., students for political change, Martin Luther King, Jr., MADD), and have impacted culture.

b. Describe political movements relevant to selected political units (e.g., Solidarity, etc.), and the impact on culture.

6. Introduce, recognize, and trace the development of major forms of fine arts and literature in selected contemporary societies.

a. Identify the major art forms and artists in a selected contemporary society. Give examples of exemplary works in each form or technique (e.g., frescoes, murals, sculpture, opera, music, poetry,

literature, etc.).

b. Assess how the various forms of art (music, literature, visual art) have been affected and influenced by contemporary geographic, economic, and religious events and movements.

c. Compare similarities/differences in art forms of selected civilizations/societies.

d. Read literary works by authors of the period or works related to selected civilizations studied.

Grade Level: Humanities II
Unit Theme: Geography

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	a, b a	Use maps to locate the sites of specific societies and cultures. Identify topographical features that influenced the development of these societies.	Teacher observation
1 4	a, b a	Construct graphs and charts to demonstrate political and social developments pertinent to the selected society or culture.	Rubric; Teacher observation

Grade Level: Humanities II
Unit Theme: Technology

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	a, b, c	Divide the class into groups to identify various movements within a contemporary society. Assess the effects of the movements on that society.	Teacher observation
2	a, b, c	Divide the class into groups to brainstorm how movements within society might affect the future development of a society or culture.	Rubric
2	a, b, c	Research and debate the role of media on contemporary societies through illustrations from newspapers, magazines, television, films, radio, computers, etc.	Teacher observation

Grade Level: Humanities II
Unit Theme: Culture

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
3 6	a, b, c, d a, b, c, d	Locate examples of music, art, literature, etc., that reflect a specified period of development within a society.	Teacher observation
3 6	a, b, c, d. a, b, c, d	Find illustrations of architecture relevant to a society. Demonstrate how the architect adapted structures to the environment and economic and political needs.	Rubric
3 6	a, b, c, d a, b,c, d	List significant artists of the selected period and identify their major works. Create visuals.	Rubric; Criterion-referenced assessment
4	b	Construct political cartoons to demonstrate current issues on the specified society or period.	Rubric; Criterion-referenced assessment
6	a	Divide the class into groups and have each group research the life and work of Nobel Prize (literature) winners for selected years. Construct timelines for each author, noting significant events in his/her life, and choose significant quotes from the works to illustrate the timeline.	Criterion-referenced assessment; Rubric
6	b	Research the changes in architecture in contemporary Japan that enable the country to build a "earthquake-proof" skyscraper.	Rubric; Teacher observation
6	c	Trace the evolution of blues, rock-n-roll, and rap music. Compare/contrast various aspects of each type of music (e.g., artists, instruments, economic, and religious influences, etc.). Construct charts illustrating the comparisons.	Rubric; Teacher observation

Grade Level: Humanities II
Unit Theme: Civics

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
5	a, b	Examine the significance of designated individuals and movements to the specified society.	Rubric; Constructed response
3 5 6	c a, b b	Research and debate the role government has played in preservation and continuation of the arts.	Teacher observation

INTRODUCTION TO THE SOCIAL STUDIES

-one semester-

Introduction to the Social Studies is a one-semester elective for seventh through twelfth grade students, designed to familiarize students with the seven (7) primary social studies disciplines of study, which are history, geography, political science, anthropology, economics, sociology, and psychology. The course is structured such that students will survey each discipline in terms of the tools and methodologies, the various branches, and the career opportunities for each. Skill development will include, but is not limited to, the interpretation and appreciation of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands. *If this course is taken in junior high or middle school, it can not be repeated in high school.*

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)
COMPETENCIES and Suggested Objective(s)

1. Examine the discipline of history. (H)

a. Identify the tools and methodologies of historical inquiry and interpretation.

b. Discuss the various branches of study within the discipline (e.g., military history, social history, economic history, etc.).

c. Assess the career opportunities associated with the discipline of history.

2. Examine the discipline of geography. (G)

a. Identify the tools and methodologies of geographic inquiry.

b. Discuss the various branches of study within the disciplines (e.g., urban geography, environmental geography, cultural geography, etc.).

c. Assess the career opportunity associated with the discipline of history.

3. Examine the discipline of political science. (C, H)

a. Identify the tools and methodologies of political inquiry.

b. Discuss the various branches of political science (e.g., international relations, comparative politics, etc.).

c. Assess the career opportunities associated with the discipline of political science.

4. Examine the discipline of anthropology. (H, G)

a. Identify the tools and methodologies of anthropological inquiry.

b. Discuss the various branches of anthropology (e.g., archeology, physical anthropology, cultural anthropology, etc.).

c. Assess the career opportunities associated with the discipline of anthropology.

5. Examine the discipline of economics. (E)

a. Identify the tools and methodologies of economic inquiry.

b. Discuss the various branches of study within the discipline (e.g., microeconomics and macroeconomics).

c. Assess the career opportunities associated with the discipline of economics.

6. Examine the discipline of sociology. (H, G, E)

a. Identify the tools and methodologies of sociological inquiry.

b. Discuss the various branches of study within the discipline (e.g., marriage and family, etc.).

c. Assess the career opportunities associated with the discipline of sociology.

7. Examine the discipline of psychology. (H, G, E)

a. Identify the tools and methodologies of psychological inquiry.

b. Discuss the various branches of study within the discipline of psychology (e.g., clinical psychology, abnormal psychology, industrial psychology, etc.).

c. Assess the career opportunities associated with the discipline of psychology.

Grade Level: Introduction to the Social Studies
Unit Theme: Tools and Methodologies in the Social Sciences

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3	a a a	An introductory video that highlights each discipline will be shown.	Teacher observation
4 5 6	a a a	Students will conduct independent research in small groups on one of the seven (7) disciplines.	Teacher observation; Performance assessment
7	a	Students will present their findings to the group.	Holistic grading; Rubric

Grade Level: Introduction to the Social Studies
Unit Theme: Branches of Study in the Social Sciences

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4 5 6 7	b b b b b b b	Lecture and discussion will be used to identify and define the various sub-disciplines of study within each social science discipline. Students, working in pairs, will select and study one event of the past and one event of the present associated with each discipline.	Teacher observation Teacher observation; Venn diagram

Grade Level: Introduction to the Social Studies
Unit Theme: Career Opportunities in the Social Sciences

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 2 3 4 5 6 7	c c c c c c c	Guest speakers will be brought into the classroom to speak with the students about each of the seven (7) disciplines. Job opportunities and salary schedules will be researched. Charts to show the research will be constructed by the students. Students will write a biography about a famous individual within each of the seven (7) disciplines.	Teacher observation Teacher observation Rubric

LOCAL CULTURE

-one year-

Local Culture is a one year elective course for seventh to twelfth grade students. This is a survey course designed to investigate the cultural diversity of a local area through a study of its history, economics, politics, and geography. Using local culture, literary heritage, and people, the student will understand and appreciate the development of their area. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands. *If this course is taken in junior high or middle school, it cannot be repeated in high school.*

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Explain how geography, economics, and politics have influenced the development of the local region. (C, H, G, E)

a. Recognize geographic features of the local area on a map (e.g., county, city, local and waterforms, etc.).

b. Trace major historical events which occurred the local area (e.g., establishment, ethnic influences, etc.).

c, Describe economic influences which have affected the progress of the local area (e.g., agriculture, industry, etc.).

d. Describe the economic future of the local area.

2. Describe the impact of science and technology on the development of the local region. (C, H, G, E)

a. Identify scientific advancements which influence the development of the local area (e.g., cotton gin, transportation, etc.).

b. Discuss the role of technology in the advancement or lack of progress in an local area.

c. Evaluate the role of agricultural advancements and industrial development in the local area.

3. Describe the relationship of people, places, and environments of the local region. (C, H, G, E)

a. Determine what influence the environment of the region had on its development (e.g., location, climate, etc.).

b. Identify the various cultural groups which settled in the local area (e.g., reasons for settlement, contribution to local society, etc.).

c. Investigate the development of the area of the region (e.g., literature, arts, architecture, music, etc.).

d. Identify famous local persons who have had an impact on the local area.

4. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Utilize various forms of research to investigate the local culture.

b. Interpret information from maps and other social studies tools (e.g., charts, graphs, and diagrams) about the region begin studied.

5. Explain how local civic responsibilities have been important to the development of the local region. (C, H)

a. Describe the types of government of the local area (e.g., county, city).

b. Investigate the types of elections held in the local area.

Grade Level: Local Culture
Unit Theme: The Story of the Community

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3	a a	Describe the effects of the environment on settlement of the local area in a written report.	Rubric
1 4	a b	Create and label the major physical and political features of a map of the local area (e.g., rivers, lakes, boundaries, communities, etc.).	Rubric; Teacher observation
3 4	b a	Research early cultural groups settled in the local area (e.g., Native American, European, African-American, etc.) and create a book.	Rubric
4	a	Visit local cemetery to research names, backgrounds, and life of inhabitants buried.	Teacher observation
1 4	b a	Research and create a timeline of major events that occurred in the local area.	Selected response; Constructed response; Teacher observation; Rubric
5	a, b	Research the development of local government and present findings.	Rubric; Teacher observation

Grade Level: Local Culture
Unit Theme: Early History, Contributions, and Government

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1	b	Discuss the early settlers of the region and note how they interacted with the Indians.	Teacher observation
1	b	Identify sources of early European influence.	Teacher observation
1	b	Describe the establishment of the county and cities of the studied area.	Teacher observation
1	b	List key events occurring in the area in the 17th and 18th century.	Teacher observation
3	b	Identify on a chart the major cultural groups that have settled in the area.	Rubric
3	b	Describe contributions made by the various cultural groups to the area.	Constructed response; Rubric
3	c	List famous writers from the area and cite their works.	Constructed response; Selected response
3	c	Read a book by one of the area authors and write a synopsis of the work.	Rubric
3	c	Identify various architectural styles found in the area.	Rubric
3	c	Visit the local theatre that spotlights local talent. (Optional)	Teacher observation
5	a, b	Describe the type of government in the county & identify the county offices & current officials.	Teacher observation
5	a, b	Explain the type of government in the city and identify the current city leaders and position held.	Constructed response
5	b	Research recent political events which affected the studied area and write a report on one of the events based on your research.	Teacher observation
4	a, b	List and create a timeline of key events affecting the area in the 20th century (e.g., natural disasters, political developments, etc.)	Rubric

4	a	Write a historical paper about agriculture and industry in the area.	Rubric

Grade Level: Local Culture
Unit Theme: Early History, Contributions, and Government

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 4	c b	Describe the economic future of the area by creating charts and graphs.	Chart or graph
1 2 3 4 5	a, b	Examine present trends in economic, social, political, and technological developments and predict future events in the region in a graphic manner.	Graphic presentation
3 4	d a	Identify and research various people that have contributed to the local culture (e.g., writers, artists, etc.) and create a book.	Rubric
3 4	b, c a	Research the works of local artists and create presentations.	Teacher observation
3	b, c	Visit local museums. (Optional)	Teacher observation
1 2 4	c, d a, b, c a	Research the economic impact the industry and services of the local community have had and will have on the community.	Selected response; Constructed response; Rubric
3	a	Discuss what makes the local area unique (e.g., climate, location, history, etc.).	Teacher observation

FUTURE STUDIES

-one year-

Future Studies is a one year elective course offered to students in grades seven through twelve. This course is designed to develop techniques in identifying, interpreting, and predicting trends across the various strata of the global society. The course requires reading, writing, analyzing, and evaluating. Students will participate in oral presentations, cooperative learning activities, creative writing activities, and research projects related to the content. Skill development will include, but is not limited to, the interpretation and application of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. The avenues for these concepts are developed through the social studies strands. *If this course is taken in junior high or middle school, it cannot be repeated in high school.*

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STRANDS: (C-Civics) (H-History) (G-Geography) (E-Economics)

COMPETENCIES and Suggested Objective(s)

1. Examine the interrelatedness of history, geography, economics, and government in evolving societal systems and structures. (C, H, G, E)

a. Explain how geographic factors affected the historical, economic, and governmental development of past societies, and predict how changing geographic factors will affect the development of future societies (e.g., desertification, etc.).

b. Apply economic concepts to explain the shifts in systems and structures in society (e.g., control of oil supply, trade agreements, etc.).

c. Analyze positive and negative consequences resulting from projected human alterations to the environment (e.g., destruction of the rain forests, use of pesticides on crops, draining of wetlands for construction of malls, parking lots, etc.).

d.Predict the problems of a chosen cultural group after analyzing its human characteristics (e.g., population size, ethnic composition, socio-economic and cultural characteristics, etc.).

2. Describe the impact of science and technology on historical development and predict future technological and scientific developments that might affect future society. (C, H, G, E)

a. Identify obstacles to be encountered in the future in organizing systems for the exchange of goods and the development of services (e.g., NAFTA, European Economic Union, space stations, biosphere, etc.).

b. Evaluate the role of the media in future societies.

c. Analyze the possible impact of science and technology on the future (e.g., cloning, computers, etc.).

3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, resources, graphs, a compass, technology, etc.). **(C, H, G, E)**

a. Use a variety of maps to locate places, regions, and topographical features of predicted future societies (e.g., space stations, biosphere, planned cities in formerly inhabitable locations, etc.).

b.Create charts, graphs, and tables to illustrate the socioeconomic groups, economic needs, and governmental structure of predicted future societies.

4. Explain how civic responsibilities will be employed by citizens in future societies. (C, H)

a. Compare and contrast civic responsibilities of citizens in past societies and those in future societies.

b. Analyze leadership qualities valued in past and present-day leaders and predict the demands that will be made on individuals in future leadership roles.

c. Predict shifts in attitude and the approach toward solutions to major societal problems (e.g., drugs, population growth, disease, etc.).

d. Examine how the actions of individuals affect the development of future societies.

5. Describe the relationship of people, places, and environments in future societies. (C, H,

G, E)

a. Explain how geographical factors of future societies will affect art, drama, music, and literature.

b. Illustrate and explain how architecture and construction might change to accommodate the needs of a future society.

c. Identify the groups, professions, or types of people who will play the most significant roles in future societies, and how they have changed from past societies.

Grade Level: Future Studies
Unit Theme: The Geography of the Future

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
1 3	a, c, d a, b	Divide the class into groups. Have each group use a variety of maps to determine how geographical regions have changed through time due to desertification, glaciers, earthquakes, volcanic activity, etc. Use the same maps to predict the future effects of selected present-day environmental issues.	Rubric; Teacher observation
1	a	Construct collages of pictures from magazines to illustrate the effects of geographic phenomena on societies in the future.	Rubric
1	a, b, c, d	Research and debate how natural resources and economic factors will affect the development of future societies.	Teacher observation

Grade Level: Future Studies
Unit Theme: Society of the Future

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
2	b	Divide the class into groups. Have each group write and illustrate a newspaper (e.g., issues, fashions, cartoons, advertisements, news stories, etc.), relevant to a future society.	Constructed response; Rubric
2	a, b, c	Divide the class into groups. Have each group create and present a television news program from a future society. Be sure to include weather, news, sports.	Rubric
2	a, b, c	Debate impact of scientific and technological progress on the society of the future (e.g., cloning, computers, etc.).	Rubric
3	a, b	Write a personal journal describing daily life at a space station or biosphere. Include delegated duties of individuals, descriptions of physical features of the region, the roles of the individuals, and positive and negative aspects of the society.	Rubric
4	c	Construct a flyer or poster illustrating a societal problem in a future society.	Rubric; Teacher observation
4	b	Compare and contrast a significant historical personage with an individual in a future society.	Rubric; Venn diagram

Grade Level: Future Studies
Unit Theme: Art and Culture of the Future

Comp.	Obj.	Suggested Teaching Strategies	Suggested Assessment
5	a	Write a short story, poem, song, or play that typifies the culture of a future society. Present the work to the class.	Rubric
5	b	Construct a poster (either free-hand drawing or pictures cut from magazines) depicting a city or neighborhood in a future society.	Rubric
5	c	Divide the class into groups. Have each group write a constitution for a society of the future.	Rubric; Open-ended task

FIELD EXPERIENCES

-one semester-

Field Experiences may be added to any 7-12 social studies course and is used for laboratory, field-based instruction. Each district creates a curriculum for the course.

1. How many Carnegie units may be added when the Field Experiences option is used in high school (9-12 grade)? *½ unit.*

2. May a school enroll a student in Field Experiences as independent study? *No. The school must schedule Field Experiences as an addition to a social studies course as stated in the definition above. All students in that class must be enrolled in Field Experiences throughout the social studies course to which it is attached.*

3. May time outside the normal 8-3 school day be counted for Field Experiences? *Time after the normal school day or weekends may be used for the Field Experiences option. Attendance for these sessions must be documented following the established district attendance policy. Therefore, any after school or weekend program would be required and not optional.*

4.May other instructors or guest speakers be used in the Field Experiences program? *This is an option; however, students must always be under the direct supervision of a certified teacher.*

5.Should parents be given information if their children are enrolled in a course using the Field Experiences option? *Absolutely. Parents should be informed of the added expectations of the course including a complete schedule of any activities beyond the normal school day.*

6.What amount of time in hours is equivalent to a time allotment of one semester? *In excess of 70 hours of instruction would constitute one semester.*

7.What should the district consider before using the Field Experiences option?

a. Student travel expenses should be provided for all students because Field Experiences is a part of the academic program and high school students receive a half-Carnegie unit credit.

b.Teachers should not be expected to teach a normal class load in addition to Field Experiences without compensation.

c. Additional equipment and supplies may be added for Field Experiences.

d. Students should not be enrolled in Field Experiences at the expense of elective courses or programs in other disciplines.

8. May a student use the Field Experiences option more than once? *Yes. Provided the Field Experiences option is added to a different social studies course.*

9. May a student take the same course without Field Experiences and with Field Experiences? (Ex.: Geography and Geography with Field Experiences) *No.*

10. May Field Experiences be added to Vocational, MSMS, or International Baccalaureate courses? *No. Field Experiences may only be used for school courses listed by competency in the Mississippi Social Studies Framework and for Advanced Placement Social Studies courses.*

Social Studies and Literature Connections

The Social Studies and Literature Connections part of the framework is designed to serve as a guide and first-stop source for making cross-curriculum connections. The titles listed are not extensive, other books should be used in the classroom.

Kindergarten through Third Grade

Aesop	THE AESOP FOR CHILDREN. Pictures by Milo Winter, Amereon Ltd., reprint of 1947 edition or Checkerboard Press (Macmillan), 1984. This book features brief stories with morals that have been told and retold for hundreds of years.
Allen, Thomas B.	WHERE CHILDREN LIVE. With softly colored, texture-rich drawings, the author presents 13 children by name from different cultures in different parts of the world and describes their lives and environments.
Anno, Mitsumasa	ANNO'S JOURNEY. The author records in meticulously detailed watercolor renderings his journey through northern Europe and his impressions of the land, the people at work and at play, and their art, architecture, and folklore. A wordless book that prods the imagination and is rich with new discoveries at every new examining.
Berenstain, S., and J. Berenstein	THE BERENSTAIN BEARS AND THE TROUBLE WITH MONEY. New York: Random House, 1983. Brother and sister bear learn how to save and spend money wisely.
Brett, Jan	TOWN MOUSE, COUNTRY MOUSE. G. P. Putnam's Sons, 1994. Students are introduced to different homes and geographic areas through this classic story.
Carle, Eric	THE GROUCHY LADYBUG. New York. Thomas Crowell, 1997. The grouchy ladybug refuses to share aphids with other animals. In the end, she has learned her lesson and shares with others.
Cartwright, Sally	WHAT'S IN A MAP? Coward, 1976. Children are taught to think about their own life space, their world and their relationship to it. They are shown how to map that world by using blocks, paper and pencil, and their imagination.
Cherry, Lynn	THE GREAT KAPOK TREE. New York: Gulliver, 1990. A young man enters a rainforest to cut down a Kapok tree. During his nap, the forest animals whisper the reasons not to cut the tree down.
Cooney, Barbara	ELEANOR. The story of Eleanor Roosevelt as a child. A lonely, shy, solemn, and timid child, Eleanor grows up to eventually triumph as a remarkable and influential woman in the world.

Demi	THE EMPTY POT. Henry Holt and Company, 1990. A Chinese boy named Ping learns that honesty is the best policy.
DePaola, Tomie	PANCAKES FOR BREAKFAST. Harcourt, 1978. Through thinking and the help of others, a shortage dilemma is solved to the satisfaction of all concerned.
Dr. Seuss	THE BUTTER BATTLE BOOK. Which side of the bread you butter leads to an arms race and to the brink of war.
Dr. Seuss	I HAD TROUBLE GETTING TO SOLLA SOLLEW. Random, 1980. Through perseverance in overcoming hardships and with the cooperation of a variety of characters, the hero finally gets to Solla Sollew, but it is not what he expects.
Dr. Seuss	LORAX. A little boy who cares about the environment and learns about greed, supply, demand, and scarcity of resources.
Galdone, Paul	THE LITTLE RED HEN. Clarion, 1973. A little hen works for her lazy housemates.
Giovanni, Nikki	SPIN A SOFT BLACK SONG. Hill and Wang, 1971. A beautifully illustrated book of poems about black childhood and what growing up is about seen in the eyes of the very young.
Grimm, Jacob, and Wilhelm Grimm	THE BREMENTOWN MUSICIANS. Retold and illustrated by Ilse Blume. Harper, 1987. The mutual care and support the animals give each other in this story makes this a favorite from the Grimm's cornucopia.
Hutchins, Pat	THE DOORBELL RANG. Greenwillow, 1986. This book presents a lighthearted way to introduce the ramification of scarcity.
Jones, Hettie	THE TREES STAND SHINING. Poetry of Native North Americans which children will understand and enjoy.
Kataoka, Barbara Slavin	PICTURES AND POLLUTION. Discusses various types of pollution, from air, water, and wilderness pollution to the noise and visual pollution of congested urban areas, employing works of art to emphasize the effects and ideas. A clear introduction to the topic with an interesting and thought-provoking presentation.
Knowlton, Jack	MAPS AND GLOBES. Bright, colorful illustrations and lively text introduce the history, types, and uses of maps and how to read various maps.
Langen, Annette and Droop, Constanza	FELIX TRAVELS BACK IN TIME. Abbeville Kids, 1995. Felix, the stuffed rabbit, travels back through history.

Langen, Annette and Droop, Constanza	FELIX EXPLORERS PLANET EARTH. Abbeville Kids, 1996. This time, Felix travels around the globe visiting different geographic areas.
Locker, Thomas	WHERE THE RIVER BEGINS. Majestic landscape paintings and simple, but eloquent text tell the story of two boys' journey with their grandfather to discover the source of the river that flows gently past their house.
Peet, Bill	THE WUMP WORLD. Houghton Mifflin, 1970. The story of how an environment can be destroyed by poor economic and environmental choices.
Pfister, Marcus	THE RAINBOW FISH. Story of the importance of sharing and friendship. Great for discussing courage and peer pressure.
Raynor, Dorka	MY FRIENDS LIVE IN MANY PLACES. A collection of black and white photographs of the activities of children throughout the world.
Richman, Carol	THE LEKACHMACHER FAMILY. Tells the story of a Jewish family that immigrated to the United States from an oppressive life in Czarist Russia. Told very simply and accompanied by bright and colorful drawings. Endings may be too vague for very young readers/listeners.
Ringhold, Faith	DINNER AT AUNT CONNIE'S HOUSE. Twelve outstanding African American women in history visit with Melody.
Robert, Rose	THE CAKE THAT MACK ATE. Little, Brown, 1987. The value of sharing can be related to this little story of farm life.
Rockwell, Anne	THE WAY TO CAPTAIN YANKEE'S. Macmillan, 32pp. Miss Calico, the cat, journeys on foot to visit a friend. She has a map, but gets lost.
Schwartz, D.	IF YOU MADE A MILLION! New York: Lothrop, Lee, and Shepard Books, 1989. This humorous books considers choices children have for spending from one cent to a million dollars.
Silverstein, Shel	THE GIVING TREE. New York: Harper and Row, 1968. A tree serves many useful purposes for a little boy, but is ultimately destroyed to fulfill his needs as a man.
Steig, William	ROTTEN ISLAND. Boston: David R. Godine, 1984. Rotten Island was the epitome of overpopulation, poor land use, hatred, warfare, etc. Could these creatures be saved or was their destruction the only answer?
Stein, R. Conrad	THE STORY OF MARQUETTE AND JOLLIET. Children's Press, 1981. One of the "Cornerstones of Freedom" series, this book is brief and easily read.
Steiner, Jörg	THE BEAR WHO WANTED TO BE A BEAR. New York: Antheneum, 1976. A forest environment is transformed to an industrial installation, and an unsuspecting bear suddenly is forced into the role of a factory worker, despite protests that he is truly a bear.
Steptoe, John	THE STORY OF JUMPING MOUSE. New York: Lothrop, Lee, and Shepard, 1984. The gifts of Magic Frog and his own spirit of hopefulness and compassion bring Jumping Mouse at last to his long-dreamed of

	destination—the Far Off Land. A poignant retelling of a Native American legend of transformation.
Stewig, John Warren	SENDING MESSAGES. A description of the many possible ways human beings communicate, from the different types of language, music, mime and dance, Morse code, sign language for the deaf, hobo signs to the meaning of the cut of an Indian father. Accompanying drawings and photographs contribute to this fascinating comparison of communication modes.
Tolstoi, Alexi	THE GREAT BIG ENORMOUS TURNIP. Watts, 1968. It takes more than just one person to pull a giant turnip out of the ground, so the farmer calls on his family and friends to help.
Watts, Bernadette	THE ELVES AND THE SHOEMAKER. North-South Books (Holt), 1986. This version of a Grimm's tale comes with large pictures by a leading illustrator.
Weisner, David	HURRICANE. Clarion Books, 1990. Two boys adventure during a hurricane.
Kindergarten	
Greene, Carol	JAPAN. Children's Press, 1983. Describes some of Japan's features in the area of geography, history, scenic treasures, culture, industry, and people.
Haskin, Jim	COUNT YOUR WAY THROUGH JAPAN. Presents the numbers 1 to 10 in Japanese, using each number to introduce concepts about Japan and its culture.
Kuklin, Susan	KODOMO: CHILDREN OF JAPAN. C. P. Putnam's Sons, 1995. Japanese children serve as guides to Japanese life.
Lionni, Leo	THE BIGGEST HOUSE IN THE WORLD. New York: Pantheon, 1970. A snail who wants a bigger house hears the story of another snail with similar desires and the catastrophe that resulted.
Melmed, Laura Krauss	LITTLE OH. Lothrop, Lee, and Shepard Books. A lonely woman is brought joy by a special origami paper doll.
Morris, Ann	HOUSES AND HOMES. Lothrop, Lee, Shepard Books, 1992. Photographic collection of 29 homes around the world.
Qualye, Eric	THE SHINING PRINCESS AND OTHER JAPANESE LEGENDS. Arcade, 1989. Ten Japanese folktales contained herein provide examples of the humor and wisdom to be found in folklore. The tellings are best read aloud at this grade level.
Sakade, Florence	JAPANESE CHILDREN'S FAVORITE STORIES. Charles E. Tuttle Company, 1958. Twenty of Japan's most loved children's stories.
Say, Allen	GRANDFATHER'S JOURNEY. The story of a Japanese man that moves to the United States and lives through World War II. Beautiful illustrations.
Say, Allen	TREE OF CRANES. Houghton Mifflin, 1991. A young Japanese boy celebrates his first Christmas as two cultures combine.

First Grade	
Baer, Edith	THIS IS THE WAY WE GO TO SCHOOL. Scholastic, Inc., 1990. A book about children around the world and how they go to school.
Crews, Donald	SCHOOL BUS. Greenwillow, 1984. This is an account of the progress of school buses as they take children to school and bring them home again.
Paola, Tomie	NANA UPSTAIRS AND NANA DOWNSTAIRS. Putnam, 1973. This is the story of a boy's relationship with his grandmother and great grandmother. When the great-grandmother dies, she becomes Nanna "upstairs."
Parson, Ellen	RAINY DAY TOGETHER. Illustrated by Lillian Hoban. Harper, 1971. This is a charming portrait of a little girl and her mother on a rainy day. They share chores, games, and meals, and daddy comes home to make the day complete.
Voist, J.	ALEXANDER WHO USED TO BE RICH LAST SUNDAY. New York: Macmillan, 1978. Alexander's grandparents come to visit and bring him a dollar. Will he be able to spend it wisely?
Williams, Vera B.	A CHAIR FOR MY MOTHER. Greenwillow, 1984. The story of a young girl and her mother who saw money to buy an easy chair following a fire in their apartment, is told in this loving portrait of a single-parent household.
Second Grade	
Ashley, Bernard	CLEVERSTICKS. Crown Publishing, 1991. Ling Sung does not like school until he discovers he is special.
Baer, Edith	THIS IS THE WAY WE GO TO SCHOOL. Scholastic, Inc., 1990. A book about children around the world and how they go to school.
Bell, William and Kilby, Don	THE GOLDEN DISK. Doubleday, 1995. Ming-yue ventures out to search for new sights and makes new discoveries.
Crews, Donald	SCHOOL BUS. Greenwillow, 1984. This is an account of the progress of school buses as they take children to school and bring them home again.
Flack, Majorie	THE STORY ABOUT PING. Ping, the duck, explores a perilous but awesome world and learns to appreciate order and security despite petty irritations.
Glubok, Shirley	THE ART OF CHINA. Macmillan, 1973. The history and cultural background of Chinese art is traced in this book from prehistoric times to the present.
Haskins, Jim	COUNT YOUR WAY THROUGH CHINA. Presents the numbers 1 to 10 in Chinese, using each number to introduce concepts about China and its culture.
Lee, Huy Voun	AT THE BEACH. Henry Holt and Company, 1994. Xiao Ming goes to the beach and learns to write Chinese

	characters.
Lin, Adet	THE MILKY WAY AND OTHER CHINESE FOLKTALES. Harcourt, 1961. "How the Miser Turned Into A Donkey," one of the tales in this book, is from the Taoist culture.
McCloseky, Robert	MAKE WAY FOR DUCKLINGS. Viking, 1941. This Caldecott Medal Award winner is a picturesque and amusing story of a family of ducklings born on an island in the Charles River in Boston. A friendly policeman helps the mother lead her ducklings through the streets of Boston.
Nunes, Susan	THE LAST DRAGON. Clarion Books, 1995. Peter turns the Chinatown summer into an amazing adventure.
Yolen, Jane	THE EMPEROR AND THE KITE. Philomel Books, 1967. The smallest daughter of the emperor learns that determination means more than size.
Third Grade	
Aardema, Verna	BRING THE RAIN TO KAPITI PLAIN. The story of a terrible drought that threatens the lives of all the creatures living on the Kapiti Plain in Africa and how Ki-pat saves the day by cleverly shooting an arrow into the ever hovering black rain to bring down the much needed rain. Adapted from a folk tale of the Nandi tribe in Kenya.
Aardema, Verna	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS. Dial Books for Readers, 1975. West African folktale.
Baylor, Byrd	THE BEST TOWN IN THE WORLD. A nostalgic view of the "best town in the world" in the Texas hills, where the dogs were smarter, the chickens laid prettier eggs, and the wildflowers grew taller.
Burton, Virginia	MIKE MULLIGAN AND HIS STEAM SHOVEL. Houghton, 1943. Mike Mulligan and his steam shovel, Mary Anne, dug a cellar for the town hall in one day.
Earthworks Group	50 SIMPLE THINGS KIDS CAN DO TO SAVE THE EARTH. Kansas City, Kansas: Andrews and McNeil, 1990. Fifty (50) different suggestions are given for saving the Earth.
Feelings, Muriel	MAMBO MEANS HELLO: SWAHILI ALPHABET BOOK. Illustrated by Tom Feelings. Twenty-four words, one for each letter of the Swahili alphabet, give the reader a simple lesson in the language while introducing some important aspects of east African life.
Grifalconi, Ann	THE VILLAGE OF ROUND AND SQUARE HOUSES. Little, Brown, 1986. (5-9). A young girl from the village of Tos in the Cameroons in central Africa tells the story through her grandmother's richly told version of how it came to be that women live in the round huts.
Hoban, Tana	I WALK AND READ. A collection of photography of bold and colorful city signs that gives a picture of how we relate to each other in a broaden community scene.
McKissack, Patricia	MIRANDY AND BROTHER WIND. Knopf, 1988. This charming picture book incorporates the famous cakewalk dance in its reflection of African-American life early in this century.

Steptoe, John	MUFARO'S BEAUTIFUL DAUGHTERS: AN AFRICAN TALE. New York: Scholastic, 1987. (8-12) Based on a Simbabwe folk tale, a story of two sisters and how selflessness, kindness, and patience bring great rewards. Vibrant illustrations are astoundingly beautiful and seem to glow with a light of their own.

Fourth Grade

Andrist, Ralph K.	STEAMBOATS ON THE MISSISSIPPI. 1962. Teachers can read to students. Wonderful pictures.
Bealer, Alex	ONLY THE NAMES REMAIN: THE CHEROKEES AND THE TRAIL OF TEARS. Little, Brown, 1972. This book describes the life of the Cherokees, their acceptance of the ways of the white settlers, and their willingness to fight alongside them. The civilization developed by the Cherokees is described.
Caduto, Michael and Bruchac, Joseph	KEEPERS OF THE EARTH. This book is a collection of Native American stories and related hands-on activities for children of all ages and ability levels. Ideas for activities include creative arts theater, reading, storytelling, science, social studies, and math. It covers cultural groups from all across the United States.
Clapp, Patricia	THE TAMARACK TREE: A NOVEL OF THE SIEGE OF VICKSBURG. Lothrop, 1986. This is a story of the Civil War and an English girl, Rosemary, who joins her brother in Vicksburg in 1859. It is primarily a record of the long siege of the city and it gives, through its British narrator, a good perspective of the tragic division and of the conflicting viewpoints of North and South.
Cresman, Ruth	THE MISSISSIPPI. 1984. About the river. Teachers can read to students. Black and white pictures. Geology, exploration, and modern use of the river.
Eifert, Virginia Louise	MISSISSIPPI CALLING. Dodd, 1957. The story of the Mississippi in all its aspects. The author tells of the people who first came to camp by the river, of the explorers who traveled its waters, and of the famous men, including Mark Twain La Fitte and Audubon, who were associated with the great river.
Fichter, George S.	FIRST STEAMBOAT DOWN THE MISSISSIPPI. Pelican Publishing Company, 1989. A young boy is befriended by Nicholas Roosevelt, builder of the first steamboat, and joins him on his maiden voyage.
Heck, B. Holland	CAPTAIN PETE. 1967. Students can read how Pete, whose father owns a sight-seeing boat in Gulfport, hunts for buried treasure on Ship Island. Good local color.
Holling, Clancey	MINN OF THE MISSISSIPPI. 1951. Teachers can read to students about Minn, the turtle, who travels all the way down the Mississippi River. Good source of information on water life, animal life, prehistoric times, birds, geography, etc.
Knowlton, Jack	MAPS AND GLOBES. Bright, colorful illustrations and lively text introduce the history, types, and uses of maps and how to read various maps.

Lauber, Patricia	THE MISSISSIPPI, GIANT AT WORK. Garrard, 1961. The Mississippi River is a changing giant that has swallowed whole towns. This is a report on why the Mississippi behaves this way and how man has tried to tame it. The account includes history, geography, and engineering.
Parker, Laurie	EVERYWHERE IN MISSISSIPPI. The master's dog is lost. He travels to many places in Mississippi in search of the dog.
Prather, Jo Beecher	MISSISSIPPI BEAU. Beau is a make-believe, magical, bushy-tailed, old squirrel who makes his home high in an oak tree at the Governor's Mansion in Jackson, Mississippi. Beau takes children on a poetic tour.
Zeck, Pam	MISSISSIPPI STERNWHEELERS. 1982. Children can read for themselves how steamboats were developed and what it was like to ride on the Mississippi River.

Fifth Grade

	BROTHER EAGLE, SISTER SKY. Seattle, CA: Dial Books, 1991. An environmental message from a powerful leader in history.
Alcott, Louisa May	LITTLE WOMEN. Bantam Books, 1983. The classic story of the March family who experience the harshness of poverty and the hard lessons of growing up in New England during the Civil War.
Alexander, Lloyd	WESTMARK. Dutton, 1981. A young printer's apprentice is arrested with his master for printing seditious pamphlets during the period of the American Revolution.
Aliki	CORN IS MAIZE: THE GIFT OF THE INDIANS. Harper, 1976. In this book, we learn how Native American farmers thousands of years ago found and nourished a wild grass plant and made it an important part of their lives; how they learned the best to grow, store, and use its fat yellow kernels; and how they shared this knowledge with the new settlers of America.
Allen, Fredrick	SINCE YESTERDAY. Harper, 1979, c1940. A view of the 1930s from Black Tuesday to the beginning of World War II.
Allen, Fredrick	ONLY YESTERDAY: AN INFORMAL HISTORY OF THE 1920s. Harper and Row, 1986. A view of the Boarding Twenties by a contemporary historian which remains a standard reference.
Ammon, Richard	GROWING UP AMISH. Atheneum, 1989. With photographs, this autobiographical account is a valuable picture of an enduring culture in Pennsylvania. Marcia Adam's

	Cooking from Quilt Country: Hearty Recipes from Amish and Mennonite Kitchens (Potter, 1989) is a good foil for this book.
Anderson, Joan	1787. Harcourt, 1987. As James Madison's aide, during the 1787 Constitutional Convention in Philadelphia, young Jared Mifflin experiences a summer filled with adventure, intrigue, and romance.
Anderson, Joan	THE FIRST THANKSGIVING FEAST. Photographs by George Ancona. New York: Clarion, 1984. (8-12). This book recreates the first harvest feast celebrated by the Pilgrims in 1621, using Pilgrim and Native American actors and having the Pilmoth Plantation, a living history museum in Plymouth, Massachusetts.
Archer, Jules	WINNERS AND LOSERS: HOW ELECTIONS WORK IN AMERICA. Harcourt, 1986. Teaches how our political system works and will excite young readers about the necessity of becoming involved. Well-researched text enables readers to come away better able to argue and judge the political process.
Avi	THE FIGHTING GROUND. Lippincott, 1984. The realities of war shatter 23-year old Jonathan's romantic notions of being a soldier as he joins a regiment to fight the British in the American Revolution.
Ayars, James	WE HOLD THESE TRUTHS: FROM THE MAGNA CARTA TO THE BILL OF RIGHTS. Viking, 1977. A brief history of the ideas of liberty and equality with sketches of the lives of Stephen Langston, John Lilburne, and George Mason, who contributed to the development and preservation of these ideas. Includes index and appendix. For the mature reader.
Banfield, Susan	JAMES MADISON. Watts, 1986. Recounts the story of the fourth president, who is known as the Father of the Constitution.
Barnard, Jacqueline	THE JOURNEY TOWARD FREEDOM. Norton, 1967. The story of an African-American slave woman who grew up to champion the rights of African-American women and labor.
Barnes, Peter and Shaw, Cheryl	HOUSE MOUSE, SENATE MOUSE. Rosebud Books, 1996. Children will see how the nations capitol works through the passage of a law to create a national cheese.
Batchelor, James E.	STATE'S RIGHTS. Watts, 1986 Traces how the concept of states' rights has been viewed by courts and legislators since the birth of the United States. It also offers a valuable historical background to the core issues of the Constitution: How much power should be allotted to the federal government, and in which areas should states be free to rule themselves?
Bealer, Alex	ONLY THE NAMES REMAIN: THE CHEROKEES AND THE TRAIL OF TEARS. Little, Brown, 1972. This book describes the life of the Cherokees, their acceptance of the ways of the white settlers, and their willingness to fight alongside them. The civilization developed by the Cherokees is described.
Beatty, Patricia	BLUE STARS WATCHING. Morrow, 1969. Resentful of being sent to California with his sister to avoid the dangers of the Civil War in Delaware, 13-year old Will is soon entangled with Rebel plotters and Union spies in San Francisco.
Beatty, Patricia	CHARLEY SKEDADDLE. Morrow, 1987. Charley, a tough 12-year old boy from a Bowery gang, enlists as a drummer boy in the Union army to avenge his older brother's death at Gettysburg. Charley is a perfect soldier until his regiment does its first fighting,

	at which time he deserts from the battlefield. Through several events that test his mettle, Charley develops into a brave young man.
Belton, Sandra	FROM MISS IDA'S PORCH. Miss Ida's porch blooms with the memories and stories of the African-American experience.
Bermsteom, Joanne E.	DMITRY: A YOUNG SOVIET IMMIGRANT. Houghton, 1981. This is the story of Dmitry and his parents, recent immigrants to the United States from the Soviet Union, who found their first year in America more difficult than they had dreamed possible.
Blubmerg, Rhoda	THE INCREDIBLE JOURNEY OF LEWIS AND CLARK. Lothrop, 1987. The expedition led by Lewis and Clark to explore the unknown western regions of America at the beginning of the nineteenth century is described in this book.
Bohner, Charles	BOLD JOURNEY: WEST WITH LEWIS AND CLARK. Houghton Mifflin, 1985. Hugh McNeal, recruited at age 18 from his army post along the Ohio River, describes his journey to the Pacific with the "Corps of Discovery." The hardships of travel by keelboat along the northern reaches of the Mississippi and Missouri Rivers, encounters with the Indians, the winter camps of 1804 and 1805, and the perilous journey over the Rocky Mountains, all take incredible personal courage.
Brill, Marlene Targ	JOHN ADAMS. Children's Press, 1986. A biography of the outspoken, decisive man who served the United States in many ways, including as its President.
Brown, Irene Bennett	SKITTERBRAIN. Nelson, 1978. Larnie, a young pioneer girl, is in charge of getting milk for her baby brother from the family cow. One day Larnie accidentally let the cow wander off. To save her brother's life and restore her own confidence, Larnie must search for the cow across the vast Kansas prairie.
Brown, Marion Marsh	SACAGAWEA: INDIAN INTERPRETER TO LEWIS AND CLARK. Children's Press, 1988. This is a thoughtful, well-written biography of a remarkable Shoshone Indian woman.
Bruchac, Joseph	BETWEEN EARTH AND SKY: LEGENDS OF NATIVE AMERICAN SACRED PLACES. Stories of Native American sacred places of many North American tribes.
Bulla, Clyde Robert Bulla, Clyde Robert	A LION TO GUARD US. Crowell, 1981. This is an easily read novel of three youngster's perilous journey to the Virginia colony. VIKING ADVENTURE. Crowell, 1963. Sigurd, son of Olaf the Strong, sails in a Viking ship on a long and perilous voyage to Vinland.
Cabral, Olga	SO PROUDLY SHE SAILED: TALES OF OLD IRONSIDES. Houghton Mifflin, 1981. A fictionalized account of the U. S. Constitution, lovingly nicknamed Old Ironsides by her crew, from launching in 1797 through her many battles and final restoration over 100 years later.
Caduto, Michael and Bruchac, Joseph	KEEPERS OF THE EARTH. This book is a collection of Native American stories and related hands-on activities for children of all ages and ability levels. Ideas for activities include creative arts theater, reading, storytelling, science, social studies, and math. It covers cultural groups from all across the United States.
Cather, Willa	MY ANTONIA. Houghton Mifflin, 1918. Struggle of an immigrant in Nebraska in Old West days.

Chastian, Madye Lee	STEAMBOAT SOUTH. Harcourt, 1951. Eleven-year old Amy has an exciting trip by river steamboat from Ohio to Texas just before the Civil War.
Chidsey, Donald Barr	THE WORLD OF SAMUEL ADAMS. Nelson, 1974. A biography of the patriot and politician whose speeches, writings, and activities, including the Boston Tea Party, helped stir up the colonists against Great Britain.
Childress, Alice	WHEN THE RATTLESNAKE SOUNDS. This is a play that deals with a little-known period in Harriet Tubman's life. While working as a laundress, she also spends much of her time raising money needed to operate the Underground Railway.
Clapp, Patricia	THE TAMARACK TREE: A NOVEL OF THE SIEGE OF VICKSBURG. Lothrop, 1986. This is a story of the Civil War and an English girl, Rosemary, who joins her brother in Vicksburg in 1859. It is primarily a record of the long siege of the city and it gives, through its British narrator, a good perspective of the tragic division and of the conflicting viewpoints of North and South.
Clark, Mary Stetson	PETTICOAT REBEL. Viking, 1964. When the American colonies declare war on England, 16-year old Candace Tybbot declares war on the town fathers. She hopes to force them to allow girls, as well as, boys to attend school.
Coit, Margaret L.	THE FIGHT FOR UNION. Houghton Mifflin, 1961. This dramatically shows the brilliant opposition of intellects and personalities in the years preceding the Civil War when slavery—its morality and economics—became the burning issues in the United States.
Collier, James L. and Christopher Collier	MY BROTHER, SAM, IS DEAD. Macmillan, 1985. (Also Scholastic). Tragedy strikes the Meeker family during the Revolution when one son joins the Rebel forces while the rest of the family tries to stay neutral in a Tory town.
Collier, James L. and Christopher Collier	WAR COMES TO WILLY FREEMAN. Delacorte, 1983. A free 13-year old African-American girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery.
Commager, Henry Steele	THE GREAT PROCLAMATION: A BOOK FOR YOUNG AMERICANS. Bobbs, 1960. An explanation of Abraham Lincoln's personal stand on the issues of slavery, of the basic conflicts of the Civil War, of the effects of the Emancipation Proclamation.
Cooper, Irene	SUSAN B. ANTHONY. Watts, 1984. A biography of one of the first leaders of the campaign for women's rights who helped organize the Women's Suffrage Movement.
Crane, Stephen	THE RED BADGE OF COURAGE. Perfection, 1979. A young Union soldier, Henry Fleming, tells of his feelings when is under fire for the first time during the battle of Chancellorville. He is overcome by fear and runs from the field. Later, he returns to lead a charge that reestablishes his own reputation as well as that of his company.
D'Aulaire, Ingri, and Edgar P. D'Aulaire	ABRAHAM LINCOLN. Doubleday, 1987. The biography of Lincoln is perhaps best noted for its narrative quality.
Dagliesch, Alice	THE COURAGE OF SARAH NOBLE. Eight year old Sarah goes into the Connecticut wilderness with her father in the early 1700s to take care of him while he builds a house for the family.
Daugherty, James	THE MAGNA CARTA. Random (Landmark Series), 1956. Briefly describes life in 12th century England and the rule of Richard, events leading to the Magna Carta, and milestones in constitutional law since 1215.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is

	presented in this book.
Davis, Burke	BLACK HEROES OF THE AMERICAN REVOLUTION. This well-researched piece probes into the overlooked history of the Black men who fought in the hopes of securing their own independence. Clear, concise text illustrated with period prints, portraits, and documents.
Dillon, Ellis	THE SEEKERS. Macmillan, 1986. Sixteen-year old Edward sails from England for the Pilgrim Colony when his beloved Rebecca is taken by her parents to the New World in 1632. Based on firsthand accounts of the period.
Edmonds, Walter D.	THE MATCHLOCK GUN. Putnam, 1941. This true story, told as fiction, is a faithful depiction of the minds and spirits of Dutch settlers in colonial New York amidst French and Indian invasions in 1756. Although Nathaniel Benchley's *Small Wolf* (Harper, 1972) is intended for younger children, it is a good foil for this novel.
Evans, Elizabeth	WEATHERING THE STORM: WOMEN OF THE REVOLUTION. Scribner, 1975. The journal entries of eleven women cover household life during the Revolution This book is a useful index to persons, places, and subjects, such as Women in the Army, Native Americans, and Medicines.
Finlayson, Ann	REBECCA'S WAR. Warner, 1972. Set in Philadelphia during the Revolutionary War, 14-year old Rebecca shows great resourcefulness in helping the Rebel cause.
Fisher, Leonard	THE SCHOOLMASTERS. Watts, 1967. An account of the historical background of education in the United States, telling what the colonial schoolmasters were like, where they taught, how they taught, and what they taught.
Flornoy, Valerie	THE PATCHWORK QUILT. Using scraps from the family's old clothing, Tanya helps her grandmother make a beautiful quilt that tells the story of her family's life. A poignant story told with simplicity and evocative illustration.
Foley, Rae	FAMOUS AMERICAN SPIES. Dood, 1962. Interesting accounts of the experiences of some of the men and women who were spies in the Revolutionary and Civil Wars.
Forbes, Esther	JOHNNY TREMAIN. Houghton, 1943 This is a famous, enduring work at exciting historical fiction. Though recommended for reading aloud at the fifth grade level, it is also applicable for grade eight. Forbe's *Paul Revere and the World He Lived In* (Houghton, 1972) is an excellent background book for teachers.
Foster, Genevieve	YEAR OF INDEPENDENCE. Scribner, 1970. An account of world history in 1776, with the Declaration of Independence providing the thread to correlate events.
Foster, Genevieve Stump	GEORGE WASHINGTON. Scribner, 1949. This story tells the events of Washington's life.
Fox, Paula	THE SLAVE DANCER. Bradbury, 1973. The story of Jesse Bollier, a 13-year old boy in 1840, who is kidnapped and spends four months on a slave ship, playing music to make slaves dance. A Newbery winner.
Freedman, Russell	IMMIGRANT KIDS. Dutton, 1980. Poor European immigrants to America 100 years ago are featured in this book. The children are shown attending school, working at various jobs, and playing. Photos of life in immigration ships are included.

Fritz, Jean	THE DOUBLE LIFE OF POCHONTAS. Putnam, 1983. The terrible dilemma of Pocahontas trapped between two cultures is presenting insightful, perceptive writing. Many of the myths surrounding this fascinating heroine are dispelled.
Fritz, Jean	SSH! WE'RE WRITING THE CONSTITUTION. Putnam, 1987. In this book, Fritz juxtaposes the historical background with the varying personalities of the delegates to the Constitutional Convention.
Fritz, Jean	EARLY THUNDER. Putnam, 1967. Fourteen-year old Daniel is forced to choose between his peace loving family's Tory sympathies, and his own feelings about Parliament's harsh response to the Boston Tea Party. The story is set in Salem, Massachusetts, in 1775.
Fritz, Jean	WHO'S THAT STEPPING ON PLYMOUTH ROCK? Coward, 1975. One of America's most visible patriotic symbols, one with an unusually checkered history, now rests under a monument on the waterfront in Plymouth, Massachusetts. Numerous titles by Fritz are appropriate for this grade (e.g., *The Cabin Faced West*, Penguin, 1987).
Fritz, Jean	WHAT'S THE BIG IDEA, BEN FRANKLIN? Putnam, 1982. Franklin's extraordinary endeavors, inventions, and personality are delightfully presented here.
Fritz, Jean	MAKE WAY FOR SAM HOUSTON. Putnam, 1986. An entertaining account of this hero who played a leading part in Texas's fight for independence from Mexico and serve as governor of that state.
Fritz, Jean	AND THEN WHAT HAPPENED, PAUL REVERE? Coward, 1973. This good-humored, unconventional recounting of Paul Revere's life and times succeeds in humanizing the man behind the legend.
Fritz, Jean	TRAITOR, THE CASE OF BENEDICT ARNOLD. Putnam, 1986. Benedict Arnold was a Revolutionary War general who deserted to the British. The period and the people of the time come to life in this probing biography.
Fritz, Jean	WHY DON'T YOU GET A HORSE, SAM ADAMS? Coward, 1774. The author recreates a true, little known incident involving Samuel Adams and his cousin, John, with a surprise outcome when the former returns from the 1775 Continental Congress.
Glubok, Shirley	THE ART OF THE NEW AMERICAN NATION. Macmillan, 1972. Describes American painting, architecture, furniture, and silver of the period from 1776 to 1826.
Goble, Paul	THE GIRL WHO LOVED HORSES. 1978. New York: Aladdin Books, Macmillan. A Native American girl who lives on the Great Plains in the 1700s has a keen sympathy and a special understanding for horses. Social Studies Theme: The Native American view that all things in nature are connected to each other.
Hamilton, Virginia	THE PEOPLE COULD FLY: AMERICAN BLACK FOLKTALES. Knopf, 1987. A collection of 24 tales depicting the slave's struggles for survival.
Hauptly, Denis J.	A CONVENTION OF DELEGATES: THE CREATION OF THE CONSTITUTION. Atheneum, 1987. Describes the events occurring before and during the Constitutional Convention, in which delegates from the 13 original states struggled to agree on a Constitution.
Hest, Amy	WHEN JESSIE CAME ACROSS THE SEA. Jessie travels from Europe to America in this touching story of immigration.
Hoobler, Dorothy	YOUR RIGHT TO PRIVACY. Watts, 1986. Providing a full historical background, this book examines the reasons we have such a right to privacy and its connection to current-day issues.
Hopkinson	SWEET CLARA AND THE FREEDOM QUILT. Dragonfly Books, 1993. Clara's quilt secretly helps slaves find the Underground Railroad.
Hunt, Irene	ACROSS FIVE APRILS. Berkley, 1987. The Creighton family becomes involved in the

	Civil War in April, 1861, on their farm in Illinois. The story of how it affects each of the family members to five Aprils is told.
Irving, Washington	THE LEGEND OF SLEEPY HOLLOW. Watts, 1966. The old Hudson Valley legend of the greedy, superstitious schoolmaster, Ichabod Crane, his rivalry with Brom Bones for the hand of Katrina Van Tassel, and Ichabod's strange encounter with the faded ghost of the headless horseman.
Jacobs, William Jay	ELLIS ISLAND: NEW HOPE IN A NEW LAND. Scribner, 1990. Authentic black and white photographs illustrate this easy to read account of this famous entry point to America.
Johnson, Gerald W.	AMERICA IS BORN. Morrow, 1959. Set against a background of European history, this book traces the origin of American ideas and institutions in the period from the discovery of America to the Constitutional Convention.
Katz, William L. Katz, William L.	BLACK INDIANS: A HIDDEN HERITAGE. Atheneum, 1986. Documentation begins in 1527 explaining the relationship between Americans, Indians, and Africans that shows they shared a unique friendship and a common ancestry. THE CONSTITUTIONAL AMENDMENTS. Watts, 1974. The author presents a discussion of each one of the 26 amendments to the Constitution, the historical context in which they were created, and what they mean in terms "rights for individuals" and "rights for the government." The process of amending the Constitution is also explained.
Kellogg, Steven	JOHNNY APPLESEED. Morrow, 1988. John Chapman sets out to plant apple trees in the American wilderness and becomes one of America's legendary heroes.
Knowlton, Jack	MAPS AND GLOBES. Bright, colorful illustrations and lively text introduce the history, types, and uses of maps and how to read various maps.
Kroll, Steven	OH, WHAT A THANKSGIVING. Scholastic, 1988. This story evolves a young man who wishes he had lived during the first Thanksgiving. He feels that Thanksgiving in the modern world is not very exciting.
Lawlor, Laurie	DANIEL BOONE. Whitman, 1989. This is a biography of the great American frontiersman.
Lawson, Robert	BEN AND ME, BENJAMIN FRANKLIN AS WRITTEN BY HIS GOOD MOUSE, AMOS. Little, Brown, 1939. Amos, a close friend and companion of Ben Franklin, finally reveals a mouse was the one really responsible for Ben's inventions and successes.
Lee, Martin	PAUL REVERE. Watts, 1987. Biography of a patriot as seen against a backdrop of political unrest in pre-Revolutionary Boston.
Lester, Julia Lester, Julia	LONG JOURNEY HOME. Scholastic, 1972. Six short stories of the African-American experience—ordinary people with extraordinary lives. SLAVE SHIP. Scholastic, 1986. This is a recreation of an actual happening in the early years of establishing this nation.
Lindop, Edmund	BIRTH OF THE CONSTITUTION. Enslow, 1987. Discusses the creating of the Constitution and the very few changes that have been made to it during the past 200 years.
Lindstrom, Althea Jane	SOJOURNER TRUTH: SLAVE, ABOLITIONIST, FIGHTER FOR WOMEN'S RIGHTS. Messner, 1980. A biography of a former slave who became one of the known abolitionists of her day and spent her life trying to improve living conditions for African-Americans.

Loeper, John	GOING TO SCHOOL IN 1776. Atheneuem, 1973. This book depicts later life in the colonies and is a good source for the "school enactment" described in the History—Social Science Framework.
Loeper, John	GOING TO SCHOOL IN 1876. Atheneum, 1984. Personal anecdotes, curious facts, and period illustrations give fascinating insight into the lives and lessons of 19th century American schoolchildren.
Lord, Bette Bao	IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.
MacLachlan, Patricia	SARAH, PLAIN AND TALL. Harper, 1985. This is the story of a mail-order bride who comes from Maine to make her home on the prairie.
Maestro, B.	THE STORY OF MONEY. Clarion, 1993. The history of our money system.
Mason, F.	THE BATTLES OF NEW ORLEANS. Houghton Mifflin, 1962. This account of the last major engagement of the War of 1812 recreates the four bloody, decisive battles fought by well-trained, hardy British troops and Andrew Jackson's courageous, but raw recruits for control of New Orleans (and thus the entire Mississippi River) in 1815.
McCall, Edith	MESSAGE FROM THE MOUNTAINS. Walker, 1985. Jim Mathews is 15-years old in 1826 in Franklin, Missouri, the town at the eastern end of a trail that went to Santa Fe. This is a story of Jim and his friend Kit Carson.
Parker, Nancy Wilson	MONEY, MONEY, MONEY. Harper Collins, 1995. The meaning of the art and symbols on U.S. paper currency.
Perl, Lila	STUMPS, GRUNTS, AND SNICKERDOODIES: WHAT A COLONIAL AMERICA ATE AND WHY. Clarion Books, 1979. This is a history of American colonial victuals.
Petry, Ann	HARRIET TUBMAN, CONDUCTOR ON THE UNDERGROUND RAILROAD. Harper and Row, 1955. A sensitive account of the woman who led more than 300 African American fugitives to freedom through the underground railway.
Phelan, Mary Kay	THE STORY OF THE LOUISIANA PURCHASE. Crowell, 1979. Drawing upon journals, letters, and other firsthand accounts, the author recreates the everyday life of New Orleans and the American frontier, as well as the long, secret negotiations in Paris. She also vividly portrays the remarkable historical figures who played significant roles in this pivotal moment in American history. Easy to read.
Phelan, Mary Kay	FOUR DAYS IN PHILADELPHIA, 1776. Crowell, 1967. Presents the days and hours surrounding the historic decision of the 13 colonies to declare themselves independent at the meeting of the 2nd Continental Congress in Philadelphia.
Ringhold, Faith	DINNER AT AUNT CONNIE'S HOUSE. Twelve outstanding African-American women in history visit with Melody.
Ross, George	KNOW YOUR DECLARATION OF INDEPENDENCE AND THE 56 SIGNERS. Rand, 1963. Presents events leading to war with England, the writing of the Declaration, and biographical sketches of the 56 signers of this important historical document.
Sandoz, Mari	CHEYENNE AUTUMN. Avon, 1964. Details the last days of the Great Plains tribes.
Schanzer, Rosayln	HOW WE CROSSED THE WEST: THE ADVENTURES OF LEWIS AND CLARK. National Geographic, 1997. Using quotes from their travel journal, students relive the hair-raising adventure.
Shapiro, Mary J.	HOW THEY BUILT THE STATUE OF LIBERTY. Random, 1985. Mary Shapiro's in-depth discussion is based in large part on conversations with members of the statue's restoration team. The book is enhanced by beautiful black and white sketches that are

	based on old photographs and diagrams.
Sneve, Virginia Driving Hawk	DANCING TEEPEES: POEMS OF AMERICAN INDIAN YOUTH. Holiday, 1989. This book includes ancient and contemporary poems and songs with illustrations similar in style to traditional Native American art.
Speare, Elizabeth	THE WITCH OF BLACKBIRD BIRD. Houghton Mifflin, 1958. Kit Tyler leaves her luxurious home in Barbados to live with her Puritan aunt in colonial Connecticut. She befriends a woman who is said to be a witch, and a terrifying witch hunt ensues. A beautifully written historical novel that will grab and hold the reader's attention.
Speare, Elizabeth	SIGN OF THE BEAVER. Houghton, 1983. This is the story of the friendship between a young white settler in Maine, left on his own while his father goes to get their family, and a young Native American who helps the young settler survive.
Spier, Peter	THE ERIE CANAL. Doubleday, 1970. This engaging, well-researched picture book is just right for discussing the canal and singing the well-known folk songs.
Spier, Peter	WE THE PEOPLE: THE CONSTITUTION OF THE U.S. Garden City, New Jersey: Doubleday, 1987. A synthesis of times and places united by the ideas and ideals of the Constitution, this book is a joyful celebration of the people whose leaders created it and those who are bound by its tenants and fired by its spirit.
Stein, R. Conrad	THE STORY OF THE BURNING OF WASHINGTON. Children's Press, 1984. Describes the events of the British invasion and burning of Washington, D.C., in 1814.
Stein, R. Conrad	THE STORY OF VALLEY FORGE. Children's Press, 1985. Describes the encampment of the Revolutionary Army at Valley Forge and recounts how the soldiers survived a winter of hardship to continue the war against the British.
Stein, R. Conrad	THE STORY OF THE POWERS OF CONGRESS. Children's Press, 1985. Discusses the role of Congress in governmental separation of powers, defines the powers and rights held by Congress, and examines how the balance of power between President and Congress has shifted in the last two centuries.
Sterling, Dorothy	FOREVER FREE: THE STORY OF THE EMANCIPATION PROCLAMATION. Doubleday, 1963. In addition to the author's description of the events related to, and people who participated in, the issuing of the Emancipation Proclamation, the book describes the excitement and the tension that preceded Lincoln's signing of that historic document. It then swings back to the beginnings of the African slave trade in Europe and this country and traces the barbarous history of slavery in 1863.
Stone, Melissa	REBELLION'S SONG. Steck-Vaughn, 1989. The book includes easily read biographical portraits of Paul Revere, Nathan Hale, Phyllis Wheatley, Abigail Adams, and other colonists who engaged in the great turmoil. It is one of the *Moments In American History* series.
Stoutenberg, Adrien	AMERICAN TALL TALES. Penguin, 1976. America's favorite tall tales are told in this collection: Paul Bunyan, Pecos Bill, John Henry, Stormalong, Mike Fink, Johnny Appleseed, David Crockett, and Joe Margarac.
Weiss, Ann E.	THE SUPREME COURT. Enslow, 1987. Examples from cases are used to present a history of the Supreme Court. The future of the court is considered.
Wilder, Laura I.	LITTLE HOUSE IN THE BIG WOODS. Harper, 1953. Autobiographical story of a pioneer family in Wisconsin in the 1870s. Selected passages—read aloud—give young students ideas of life in America more than 100 years ago.
Windrew, Martin	THE CIVIL WAR RIFLEMAN. Watts, 1985. Examines the life and experiences of a typical soldier during the Civil War. Provides historical background and detailed information on the soldier's training and duties, his weapons and equipment, his rations and daily life. Battle tactics and military disciplines are also discussed.

Grade 6

Ada, Alma Flor	THE GOLD COIN. Illustrated by Neil Waldman. Atheneum. In this story of redemption, a thief in rural Central America, stalking an old woman healer in order to steal her gold coin, finds that interaction with others, the act of helping, and the warmth of human response are life's real treasures.
Agard, John	THE CALYPSO ALPHABET. Holt. Combines short, lilting text built around alphabetically arranged words indigenous to the Caribbean Islands with bright, scratchboard illustrations to give a lively picture of island life.
Ancona, George	THE PINATA MAKER: EL PINATERO: Harcourt. This book is a Spanish-English photo essay of how Don Ricardo from southern Mexico makes pinatas for "fiestas." The full-color, detailed photographs are useful for anyone interested in making pinatas.
Bennett, Olivia	A FAMILY IN BRAZIL. Lerner. Current and authentic information about Brazil and Brazilians that focuses on Elaine and her family.
Branigan, Keith	PREHISTORY. Watts, 1986. The food, technology, society, and religion of prehistoric peoples are reconstructed and examined in this work through evidence from various archaeological sites.
Brenner, Barbara	IF YOU WERE THERE IN 1492. Enter the world of Columbus as it existed in 1492. Explore the court of Ferdinand and Isabella, sample the food, and examine Spanish clothing, manners, and entertainment. Witness the expulsion of Jews and the moors during the Spanish Inquisition. This book invites the reader to become a part of that world. Bibliography. Index.
Brusca, Maria Cristina	ON THE PAMPAS. Text and watercolor illustrations personalize life on a South American ranch in this book about the author's summers spent with her grandparents on the grasslands of Argentina. This book is an excellent introduction to the geography and language of the region.
Burgie, Irving	CARIBBEAN CARNIVAL: SONGS OF THE WEST INDIES. Illustrated by Frane Lessac. The music and words in this collection of calypso songs come alive with the full-page, vibrant illustrations.
Cherry, Lynn	THE GREAT KAPOK TREE. New York: Gulliver, 1990. A young man enters a rainforest to cut down a Kapok tree. During his nap, the forest animals whisper the reasons not to cut it down.
Clark, Ann Nolan	SECRET OF THE ANDES. Viking, 1952. An Inca boy leaves his llames to go down into the world of Spanish people.
Cobb, V.	THIS PLACE IS WET. Walker and Company, 1989. This wonderful book focuses on the land, ecology, and people of the Amazon Rainforest in Brazil. There is so much water that houses are built on stilts.
Cohen, Mirian	BORN TO DANCE SAMBA. A girl gets ready for the annual carnival in Rio and is chosen queen of the samba.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

Denzel, Justin	THE BOY OF THE PAINTED CAVE. Philomel Books, 1988. A boy is banished from his clan for breaking a taboo. This book presents a good picture of the social order of clans.
Dyson, John	WESTWARD WITH COLUMBUS: SET SAIL ON THE VOYAGE THAT CHANGED THE WORLD. This version of the Columbus story relates the fictional narrative of Pedro, a cabin boy on the Santa Maria, and a factual account of a modern-day *Nina* as it sailed from Spain to the West Indies in 1990. Photographs of this recent journey are shown along with drawings of how the 1492 journey might have looked. Additional reading listed.
Elbl, Martin, and Winik, J. T.	TALES FROM THE AMAZON. Hayes Publishing, 1986. Translated folktales from the people that live along the Amazon.
Ferris, Jeri	ARTIC EXPLORER: THE STORY OF MATTHEW HENSON. Carolrhoda, 1989. This is the story of a remarkable black American, "the most nearly indispensable man" to Robert E. Peary.
Fisher, Leonard	PYRAMID OF THE SUN—PYRAMID OF THE MOON. Macmillan, 1988. Toltec and Aztec cultures are carefully researched and enhanced by memorable illustrations.
Forsyth, Adrian	JOURNEY THROUGH A TROPICAL JUNGLE. Simon and Schuster Books for Young Readers, 1988. A photo essay that describes the climate, plants, animals, and people of the Monteverde Cloud Forest Reserve in Costa Rica.
Franklin, Kristine L., and McGirr, Nancy	OUT OF THE DUMP: WRITINGS AND PHOTOGRAPHS BY CHILDREN FROM GUATEMALA. Lothrop. Struggling to exist, a large group of children live in a garbage dump in Guatemala City. A truly inspirational account of how a few children used photography and writing as a tool for exploration and a way "out of the dump."
Garcia, Guy	SPIRIT OF THE MAYA: A BOY EXPLORERS HIS PEOPLE'S MYSTERIOUS PAST. Walker. A 12-year old Lacando'n Indian boy explorers the ancient Mayan temples and pyramids built by his ancestors more than a thousand years ago in Palenque, Mexico, and realizes the richness of his heritage.
Gary, Allen	ONE DAY IN A TROPICAL RAINFOREST. Crowell, 1990. A struggle between developers and conservationists is viewed by an Indian boy. This story teaches the independence of plants, animals, and man in Venezuela's rainforest.
George, Jean Craighead	ONE DAY IN THE TROPICAL RAIN FOREST. A gripping account of life in the Venezuela rain forest interweaves a portrait of animal and plant life with a race to save the forest from developers. Readers are riveted by the minute-by-minute adventure format. Bibliography. Index.
Goldsmith, Diane Hoyt	DAY OF THE DEAD: A MEXICAN-AMERICAN CELEBRATION. House Holiday. This delightful account of Mexican American twins in Sacramento, California, describes their family celebration in honor of the deceased members of their family.
Griego, Margo, Betsy L. Bucks, Sharon S. Gilbert, and Laurel H. Kimball	TORTILLAS PARA MAMA: AND OTHER NURSERY RHYMES: SPANISH AND ENGLISH. A collection of nursery rhymes each in Spanish and English from the Spanish community in the Americas. Many with instructions for accompanying finger plays and other activities.
Hackwell, W. John	SIGNS, LETTERS, WORDS: ARCHAEOLOGY DISCOVERS WRITING. Scribner, 1987. Ancient humans had speech, but memory was the only means to store accumulated knowledge. As changes took place in societies, the development of writing was a natural outgrowth.
Harris, Christie	RAVEN'S CRY. Antheneum, 1966. In 1775, white men came to the Haida people to hunt sea otters and conflict arises. Also, see *Forbidden Frontier*.

Harris, Nathaniel	MONTEZUMA AND THE AZTECS. Watts, 1986. Explores the Aztec civilization through Montezuma's life.
Harrison Ted	CANADA. Ticknor and Fields. Through impressionistic descriptions and vibrant paintings, the reader is taken on a wonderful journey across Canada's provinces and territories. An excellent resource for the introduction of our neighbor to the north.
Herda, D. J.	ENVIRONMENTAL AMERICA: THE SOUTH CENTRAL STATES. The American Scene Series, 1991. Brookfield: CT: The Millbrook Press. (See also *Environmental America: The South Central States* from the same series. Regional environmental issues, great pictures.)
Hughes, Monica	CENTAL AND SOUTH AMERICA: A HANDFUL OF SEED. Orchard. When her grandmother dies, young Concepcion must live alone in the *barrio*.
Jenness, Aylette and Kroebeer, Lisa	A LIFE OF THEIR OWN. Crowell, 1975. A story of the social life and customs of a central American Indian family.
Johnston, Tony	MY MEXICO—MEXICO MIO. Putnam. Simple poems about everyday life in Mexico and full-page, detailed drawings with appeal to children.
Kesey, Ken	THE SEA LION. Viking. This tale, based on the oral tradition of Pacific Northwest Americans, is a beautifully illustrated, magical tale of human beings and their dependence on the sea.
Kurelek, Williams	THEY SOUGHT A NEW WORLD: STORY OF EUROPEAN IMMIGRATION TO NORTH AMERICA. Tundra Books, 1985. Glorious paintings and quotations from the writings of a gifted Canadian artist captures the richness and variety of the people who settled the North American Continent.
Laan, Nancy Van	THE LEGEND OF EL DORADO: A LATIN AMERICAN TALE. Text and paintings rich in color and detail combine to tell the story of a mighty king offering his gold-covered body to the serpent of the lake. To this day, the treasures of El Dorado remain locked in the depths of Lake Guatavita.
Landau, Elaine	TROPICAL RAIN FOREST AROUND THE WORLD. Watts, 1990. A first book that discusses where rainforest are located and the variety of plant life found in the rainforest. Many insects and animals are described.
Langen, Annette and Droop, Constanza	FELIX TRAVES BACK IN TIME. Abbeville Kids, 1995. Felix, the stuffed rabbit, travels back through history.
Lattimore, Deborah Nourse	WHY THERE IS NO ARGUING IN HEAVEN: A MAYAN MYTH. In a retelling of the first Mayan creation story, the gods bicker about the creation of a people worthy of worshipping them. Includes Mayan symbols and an author's note about Mayan writings.
Lauber, Patricia	WHO DISCOVERED AMERICA: SETTLERS AND EXPLORERS OF THE NEW WORLD BEFORE THE TIME OF COLUMBUS. Random, 1970. This scientific detective story shows how specialists investigate clues to fill in the story of the New World before the time of Christopher Columbus.
Lawson, Don	THE UNITED STATES IN THE MEXICAN WAR. Abelard-Schuman, 1976. The Mexican-American War of 1846-1848, of "Mr. Polk's War," was not a popular one. President Polk wanted to expand America's borders to include Texas, California, and New Mexico. However, many citizens and politicians felt this wasn't a good enough reason to engage in a costly and bloody war. But through the aid of such men as Davy Crockett and Jim Bowie, the U. S. succeeded in winning the new land. The fall of the Alamo in 1836 is included.
Lehtinen, Ritva and Kari E. Nurmi	THE GRANDCHILDREN OF THE INCAS. The Incan empire is preserved in this richly illustrated book's text and photographs. Young readers will enjoy learning about the lives of Incan descendants as well as the ways of their famous ancestors.
Lessac, Frane	CARIBBEAN CANVAS. Lippincott. A collection of nineteen proverbs and poems

	and native paintings of island life create a portrait of Caribbean culture.
Lewis, Richard	ALL OF YOU WERE SINGING. Atheneum. In this Aztec myth, the sky tells how the world began and how it was sent the wind to the sun to bring music to the silent earth. The poetry and vivid illustrations sing out to the reader.
Machado, Ana Maria	LATINO AMERICAN: EXPLORATION INTO LATIN AMERICA. New Discovery. Maps, photographs, and drawings combine to tell the story of a cultural region rich in history and resources. From past to present, the diversity of lands and peoples is explored. Glossary. Index. Timeline.
Malcolm, Andrew H.	THE LAND AND THE POPLE OF CANADA. Harper Collins. This book presents the geography, history, economics, and peoples of Canada in a readable, interesting format. Bibliography. Index.
Mangurian, David	CHILDREN OF THE INCAS. Four Winds, 1979. A poor Quechua Indian boy grows up in a village near Lake Titicaca and describes his life.
Marin, Albert	AZTECS AND SPAINARDS: CORTES AND THE CONQUEST OF MEXICO. Atheneum, 1986. The 14th century culture of Aztec Indians is brought to life in this book. The fall of the Aztec's vast empire began with the arrival of the Conquistador, Hernando Cortes, in 1519.
Marrin, Albert	STRUGGLE FOR A CONTINENT: THE FRENCH AND INDIAN WARS, 1690-1760. Macmillan, 1987. The historical importance of these words is made clear in this book, which is written in the manner of a well-told story. A good teacher's resource—this book is perhaps best suited for more mature fifth graders.
Martin, Paul	INDIANS BEFORE COLUMBUS: TWENTY THOUSAND YEARS OF NORTH AMERICAN HISTORY REVEALED BY ARCHAEOLOGY. University of Chicago Press, 1975. This scholarly work is perhaps best used as a teacher's resource, although its pictures can be beneficial to students.
McKissack, Pat	AZTEC INDIANS. Children's Press, 1985. Discusses the Aztec Indians, their history, religion, language, customs, final days.
Mendez, Adriana	CUBANS IN AMERICA. Lerner. During the twentieth century, many Cubans have immigrated to the United States due to the turbulent political and social conditions in their native country.
Meyer, Carolyn, and Gallenkamp, C.	THE MYSTERIES OF THE ANCIENT MAYA. McElderry/Theneum, 1985. Written almost as a mystery story, this absorbing and fascinating book tells about discoveries of the ancient Mayan cities in the jungles of Central America.
Millard, Anne	THE INCAS. Warwick, 1980. Discusses the history, religion, language, and customs of the Incas.
Moeri, Louise	THE 43rd WAR. Houghton, 1989. During three days of civil strife, a 12-year old boy and his two friends are kidnapped by revolutionaries.
Morris, Ann	HOUSES AND HOMES. Lothrop. This excellent book, sure to stimulate classroom discussion, features the various types of houses and homes in the global community and the culturally diverse people who live in them.
Morrison, Marion	ATAHUALPA AND THE INCAS. Bookwright, 1986. Brief, well-written overview of the Incan empire at the time of the Spanish conquest.
Nye, Naomi Shihab	THE TREE IS OLDER THAN YOU ARE: A BILINGUAL GATHERING OF POEMS AND STORIES FROM MEXICO WITH PAINTINGS BY MEXICAN ARTISTS. Enhanced by full-page paintings, the message of this collection of bilingual stories is inspirational and timely, and captures the essence of the Mexican people.

O'Dell, Scott	THE CAPTIVE. Houghton, 1979. A 16th century Spanish seminarian voyages to the new world and is shipwrecked.
O'Dell, Scott	THE FEATHERED SERPENT. Houghton, 1981. Julian, shipwrecked in *The Captive*, is now a god in the Mayan world.
O'Dell, Scott	THE KING'S FISH. Houghton, 1966. Estaban, a young map maker, is diverted by his search for knowledge by his desire for gold.
Peck, Robert McCracken	HEADHUNTERS AND HUMMINGBIRDS: AN EXPEDITION INTO EQUADOR. Walker. An ornithological expedition into the jungles of Ecuador turns to high adventure.
Presilla, Maricel E.	FELIZ NOCHEBUENA, FELIZ NAVIDAD: CHRISTMAS FEASTS OF THE HISPANIC CARIBBEAN. Holt. An appropriate subtitle to this colorfully illustrated book would be "A Caribbean Christmas." Rich in cultural heritage, this book blends Christmas traditions from the islands with recipes, stories, songs, and language, with accompanying pronunciation.
Presilla, Maricel E., and Soto, Gloria	LIFE AROUND THE LAKE: EMBROIDERIES BY THE WOMEN OF LAKE PATZCUARO. Holt. The village of Tarascan surrounding Lake Patzcuaro in central Mexico is endangered by growth and pollution. The women of the town, master embroiderers, celebrate their culture in needlepoint.
Robinson, Margaret	A WOMAN OF HER TRIBE. Scribner, 1990. A half-English, hafl-Notka girl goes to school in British Columbia.
Rowland-Entwistle, Theodore	JUNGLES AND RAINFORESTS. Silver Burdett, 1987. A timely and important book about the depletion of the rainforest. Great illustrations that link with science and social studies.
Seymour, Peter	DISCOVERING OUR PAST. Macmillan, 1987. Archaeologists have discovered clues that help us recreate and learn about past civilizations.
Shetterly, Susan Hand	RAVEN'S LIGHT: A MYTH FROM THE PEOPLE OF THE NORTHWEST COAST. This Native American creation myth is based on the oral traditions of Northwest tribes. Rich illustrations accompanied by engaging text introduce the young reader to cultures often ignored.
St. George, Judith	PANAMA CANAL: GATEWAY TO THE WORLD. Putnam. Portrays vividly the ten year struggle to build the waterway in tales of political intrigue, danger, dread diseases, and also feats of great daring and technical skill.
Steele, William	THE MAGIC AMULET. Harcourt, 1979. During prehistoric times, Tragg's family clan abandons him because his wounded leg slows their hunting and gathering. Watching an armadillo defend itself from a wolf inspires him to fend for himself.
Stuart, Gene S.	SECRETS FROM THE PAST. National Geographic Society. Describes the work of archeologists and discusses archaeological finds in the old and new worlds and what they reveal about man's progress and civilization through the ages.
Temple, Frances	TONIGHT, BY SEA. Orchard. Misery and courage form the basis for the moving story of Paulle who works with others to escape from Haiti. This is a provocative statement by people who would not be told how to live.

Grade 7

Aardema, Verna	BRINGING THE RAIN TO KAPITI PLAIN. The story of a terrible drought that threatens the lives of all the creatures living on the Kapiti Plain in Africa and how Ki-pat saves the day by cleverly shooting an arrow into the ever hovering black rain to bring down the much needed rain. Adapted from a folktale of the Nandi tribe in Kenya.
Aggraival, Manju	I AM A MUSLIM. Watts, 1985. A brief, well-illustrated introduction to the Muslim belief and culture through the eyes of an eleven-year old boy. Includes an index, glossary, and list of pertinent facts.
Aliki	THE KING'S DAY. Crowell, 1989. Although intended for a younger audience this sophisticated picture book is worth examining. Well-researched, it depicts the outgrowth of the "Divine Right" concept and uses Francois Couperin's music to extend the study.
Asimov, Issac	THE GREEKS: A GREAT ADVENTURE. Houghton, 1965. Asimov traces the history of the Greek civilization, which began more than 4,000 years ago and whose influence in culture, politics, and philosophy encompassed half the world. See also Asimov's *Words from the Myths* (Signet, 1969).
Bahree, Patricia	THE HINDU WORLD. Silver Burdett, 1983. All aspects of Hindu society are treated in this brief, but comprehensive look at a very rich heritage.
Balent, Matthew	WEAPONS AND CASTLES OF THE ORIENT. Palladium Books, 1984. Helpful when comparing medieval Japan and Europe.
Bancroft, Anne	THE BUDDHIST WORLD. Silver Burdett, 1985. With the use of vivid photographs, maps, and drawings, the history of Buddhism is traced from its beginnings in India to its spread throughout most of Asia.

Berenson, Bernard	ITALIAN PAINTERS OF THE RENAISSANCE. Meridian Books, 1957. Teacher resource.
Berger, Gilda	KUWAIT AND THE RIM OF ARABIA: KUWAIT, BAHRAIN, QUATAR, OMAN, UNITED ARAB EMIGRATES, YEMEN, PEOPLE'S DEMOCRATIC REPUBLIC OF YEMEN. Watts, 1988. An introduction to the history, geography, economy, culture, and people of Kuwait and the other countries on the rim of Arabia.
Beshore, George	SCIENCE IN EARLY ISLAMIC CULTURE. Watts, 1988. One of the outstanding "*Science In . . .*" series, this helps address cultural literacy learnings for this unit.
Blackwood, Alan	FERDINAND MAGELLAN. Bookwright, 1986. The story of Magellan's voyage from Spain to the Pacific and the first circumnavigation of the world is told in this book.
Branigan, Keith	PREHISTORY. Watts, 1986. The food, technology, society, and religion of prehistoric people are reconstructed and examined in this work through evidence from various archaeological sites.
Brooks, Lester	GREAT CIVILIZATIONS OF ANCIENT AFRICA. Four Winds Press, 1971. A survey of the black civilizations that flourished throughout the continent of Africa. Maps, photographs, chronology, bibliography, and an index make this an invaluable resource.
Brooks, Polly	QUEEN ELEANOR: INDEPENDENT SPIRIT OF THE MEDIEVAL PERIOD. Lippincott, 1983. This colorful account of the life of Eleanor of Aquitaine, Queen of France and later Queen of England, portrays her confident, courageous, and adventurous spirit.
Buehr, Walter	THE CRUSADERS. Putnam, 1959. The Crusades, a movement to take control of the Holy Land from the Moslems and restore it to the Christian world, began in the 11th century and lasted some 300 years. This account brings to life the leaders of the crusaders, their battles, their triumphs, and their defeats. A whole chapter is devoted to the ill-fated Children's Crusade.
Bulla, Clyde Robert	VIKING ADVENTURE. Crowell, 1963. Sigurd, son of Olaf the Strong, sails in a Viking ship on a long and perilous voyage to Vinland.
Cesami, Gian P.	MARCO POLO. Putnam, 1977. Follows the adventures of the 13th century Venetian merchant who wrote a famous account of his travels in Asia and his life in the court of Kublai Khan.
Chamberlain, E.	EVERYDAY LIFE IN RENAISSANCE TIMES. Putnam, 1966. A survey of the social background of the cultural and intellectual achievements of the Renaissance.
Chu, Daniel	A GLORIOUS AGE IN AFRICA: THE STORY OF THREE GREAT AFRICAN EMPIRES. Doubleday, 1965. The story of three empires: Ghana, Mali, and Songhai that flourished a thousand years ago in Central Africa.
Clark, Mary Stetson	PETTICOAT REBEL. Viking, 1964. When the American colonies declare war on England, 16-year old Candace Tybbot declares war on the town fathers. She hopes to force them to allow girls as well as boys to attend school.

Clark, Richard	CASTLES. Bookwright, 1986. This book tells about many different types of castles. It describes how and why they were built, and what life in a castle was like. It also looks at how castles were attacked and defended.
Cobb, Vicki	TRUTH ON TRIAL: THE STORY OF GALILEO GALILEI. Coward, 1979. A biography of the great mathematician and physicist who was tried by the Inquisition for challenging accepted theories of his day.
Colum, Padraic	THE GOLDEN FLEECE AND THE HEROES WHO LIVED BEFORE ACHILLES. Macmillan, 1982. The adventure of Jason, who sought the Golden Fleece, are interwoven in this book with other myths and hero stories about Orpheus, Pandora, Atlanta, Peleus, and Theseus. See also *The Children's Homer: The Adventures of Odysseus and the Tale of Troy* (Macmillan, 1982) by the same author.
Confucius	THE WISDOM OF CONFUCIUS. American Classical College Press, 1982. This is a handy compendium of sayings by the great Chinese philosopher and teacher.
Connaty, Mary	THE ARMADA. Warwick, 1988. Describes the events that led up to the dispatch of the Armada and the conflict between England and Spain.
Corbishley, Mike	THE ROMAN WORLD. Warwick, 1986. This book takes a comprehensive look at the Roman world. It examines the republic, the empire, sports and leisure, public and community life, everyday life, crafts, and trade.
Cribb, Joe	EYEWITNESS BOOKS: MONEY. Knopf, 1990. Color photographs of historic monies are this book's most outstanding features. This work may be used in more than one unit, but is listed here because of its pictures of Mesopotamian currency.
Daugherty, James	THE MAGNA CARTA. Random (Landmark Series), 1956. Briefly describes life in 12th century England and the rule of Richard, events leading to the Magna Carta, and milestones in constitutional law since 1215.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.
Defoe, Daniel	ROBINSON CRUSOE. Various publishers. Not only a grand story, but one of the best descriptions of navigation, world places, and culture of the 1600s.
Denzel, Justin	THE BOY OF THE PAINTED CAVE. Philomel Books, 1988. A boy is banished from his clan for breaking a taboo. This book presents a good picture of the social order of clans.
Duchworth, John	MUHAMMAD AND THE ARAB EMPIRE. Greenhaven, 1980. Story of the great religious leader whose words swept through the Arab world and across the East as far as Java, bringing into being the might force known as Islam.
Fagg, Christopher	ANCIENT ROME. Warwick, 1978. Discusses the civilization of the Romans, whose empire dominated the western world for 500 years.
Feelings, Muriel	MAMBO MEANS HELLO: SWAHILI ALPHABET BOOK. Illustrated by Tom Feelings. Twenty-four words, one for each letter of the Swahili alphabet, give the reader a simple lesson in the language while introducing some important aspects of east African life.

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Keller, Werner	THE BIBLE AS HISTORY. Bantam, 1974. This book is possibly best used as a teacher's resource. It is also usable as part of the unit included in Section 6.5. A book better suited for students is Keller's *Bible as History Through Pictures* (Thames and Hudson, 1964), a book that deserves republication for its pictorial emphasis.
Langen, Annette and Droop, Constanza	FELIX TRAVELS BACK IN TIME. Abbeville Kids, 1995. Felix, the stuffed rabbit, travels back through history.
Lasker, Joe	THE GREEK ALEXANDER THE GREAT. Viking, 1983. The life of the warrior king of Macedonia who conquered and unified the known world is traced in this book.
Lebrun, Francoise	THE DAYS OF CHARLEMAGNE. Silver Burdett, 1985. In simple and brief text, the medieval world is explored by participating in the factual life of a young boy. Gerald, who is pursuing his studies in a monastery. The work is translated by Christopher Sharp and illustrated by Ginnette Hoffman.
Marri, Neomi V.	MARCO POLO. Silver Burdett, 1985. Recounts the adventures of the 13th century Venetian merchant who traveled in Asia and lived at the court of Kublai Khan.
McEvedy, Colin	THE PENGUIN ATLAS OF ANCIENT HISTORY. Penguin, 1986. Historical atlases are frequently helpful as background for teachers and as students' reference. This one is handy and inexpensive.
McLeish, Kenneth	THE SEVEN WONDERS OF THE WORLD. Cambridge University Press, 1986. Each of the Seven Wonders of the World is given a chapter with its historical background and description of its construction. The choice of the structures included as the Seven Wonders of the World is explained in the introduction.
Meltzer, Milton	ALL TIMES, ALL PEOPLES: A WORLD HISTORY OF SLAVERY. Harper, 1980. Examines the historical patterns of slavery throughout the world, from ancient times through the present.
Miguel, Pierre	THE DAYS OF KNIGHTS AND CASTLES. Silver Burdett, 1980. The Middle Ages in Britain are described: A period of chivalry and fortification, plague and famine, when Britain had huge forests, few towns, few roads—but a time of building great cathedrals, crusades, and religious art.
Moktefi, Mokhatar	RISE OF ISLAM. Silver Burdett, 1987. The spread of Islam is shown from its beginning in the 7th century and throughout its colorful history.
National Geographic Society	THE ART OF CHIVALRY. Crowell, 1983. Magnificent illustrations, maps, and superb text bring forth the color, poetry, and creativity of a period rich in human drama.
Neurath, Mari	THEY LIVED LIKE THIS IN ANCIENT MESOPOTAMIA. Watts, 1964. A brief discussion of life in ancient Mesopotamia that includes geography, housing, and communication is contained in this book.
O'Neill, Judith	MARTIN LUTHER. Lerner, 1978. One of the few biographies for young readers dealing with this Reformation crusader.
Okijk, Pamela	THE ROMANS. Silver Burdett, 1989. Timelines, good color photographs, and clear format make this book a valuable resource for studying the cultural aspects of

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Okijk, Pamela	THE ROMANS. Silver Burdett, 1989. Timelines, good color photographs, and clear format make this book a valuable resource for studying the cultural aspects of

	ancient Rome. This title is from *The Ancient World*, a series of books incorporating the Aztecs, Chinese, Israelites, Japanese, and others.
Okijk, Pamela	THE EGYPTIANS. Silver Burdett, 1990. This newly published book contains general information on ancient Egyptian culture.
Perl, Lila	MUMMIES, TOMBS, AND TREASURES: SECRETS OF ANCIENT EGYPT. Clarion, 1987. Lila Perl's fascinating and thorough account of the Egyptian way of death will be certain to fire the imaginations of readers of all ages.
Polland, Madeline	TO TELL MY PEOPLE. Holt, Rinehart, and Winston, 1968. The first Roman invasion of Britain is the setting for the story of a young, lake-dwelling girl. She is fascinated by the urban civilization Rome offers, but is caught up in a tragic dilemma. A haunting story.
Polo, Marco	THE TRAVELS OF MARCO POLO. Various editions. In addition to hardback form, several paperback editions are available (e.g., Airmont, Penguin, Signet, NAL, Silver Burdett).
Powell, Anton	THE GREEK WORLD. Warwick Press, 1987. This beautifully illustrated book describing the events in Greek history from 1500 to 400 B.C. can be used as a teacher's resource along with *The Legend of Odysseus* by Peter Connolly (Oxford, 1986).
Rowland-Entwistle, ' Tehadore	CONFUCIUS AND ANCIENT CHINA. Watts, 1987. The story and life of Confucius introduces students to the land of ancient China and its development from a collection of tribes to a unified state under the first emperor.
Schlesigner, Arthur	PETER THE GREAT: RUSSIAN EMPEROR. Chelsea House, 1989. The story of Peter the Great, the Czar who was dedicated to the westernization of Russia.
Seymour, Peter	DISCOVERING OUR PAST. Macmillan, 1987. Archaeologists have discovered clues that help us recreate and learn about past civilizations.
Steele, William	THE MAGIC AMULET. Harcourt, 1979. During prehistoric times, Tragg's family clan abandons him because his wounded leg slows their hunting and gathering. Watching an armadillo defend itself from a wolf inspires him to fend for himself.
Stolz, Mary	CAT IN THE MIRROR. Dell, 1978. Two girls living 3,000 years apart—one in present-day New York and the other in ancient Egypt—become aware of each other's existence. See also *Zekmet, the Stone Carver* (Harcourt, 1987) by the same author.
Stuart, Gene S.	SECRETS FROM THE PAST. National Geographic Society. Describes the work of archeologists and discusses archaeological finds in the old and new worlds and what they reveal about man's progress and civilization through the ages.
Sutcliff, Rosemary	THE LANTERN BEARERS. Oxford Press, 1979. Historical adventure about Britain during the 5th century, when invading bands of Saxon, Jutes, Scots, and Picts harried the land. This novel takes place just after the departure of the Roman Legions and shows how, despite bitter struggles for power, the people from enemy groups are gradually to merge.
Ustead, Richard J.	SEE INSIDE A CASTLE. Warwick, 1979. A detailed book at castles and the daily

	life in medieval times.
Vanagas, Patricia	IMPERIAL ROME. Gloucester, 1978. Aspects of life in the Roman Empire from 27 B.C., until A.D. 138, focusing on the reign of Trajan, are described in this book.
Warren, Ruth	MUHAMMED, PROPHET OF ISLAM. Watts, 1965. This biography of Muhammad and account of the religion he founded answers such queries as, "What kind of man was Muhammad who brought all this to pass? How did he win Arabia for Islam? How was he able to unit the disorganized Arab tribes and prepare them for their significant role as world power?"
Winwar, Frances	QUEEN ELIZABETH AND THE SPANISH ARMADA. Random House, 1954. A chapter in British history unfolds in the life of Queen Elizabeth, whose tiny navy defeated the 114 ships of the Spanish Armada in one of the most daring naval maneuvers in history.
Woods, Geraldine	SCIENCE IN ANCIENT EGYPT. Watts, 1988. This is an excellent resource for this unit. See also George Beshore's *Science In Ancient China* (Watts, 1988).

Grade 8

Alcott, Louisa May	LITTLE WOMEN. Bantam Books, 1983. The classic story of the March family who experienced the harshness of poverty and the hard lessons of growing up in New England during the Civil War.
Alexander, Lloyd	WESTMARK. Dutton, 1981. A young printer's apprentice is arrested with his master for printing seditious pamphlets during the period of the American Revolution.
Aliki	CORN IS MAIZE: THE GIFT OF THE INDIANS. Harper, 1976. In this book, we learn how Indian farmers thousands of years ago found and nourished a wild grass plant and made it an important part of their lives; how they learned the best to grow, store, and use its fat yellow kernels; and how they shared this knowledge with the new settlers of America.
American Heritage	TEXAS AND THE WAR WITH MEXICO. American Heritage, 1961. The principles, causes, battles, and key figures in the Mexican American conflict over Texas.
American Heritage	THE FRENCH AND INDIAN WARS. American Heritage, 1964. Many paintings, photographs, and newspaper clippings make Lincoln live again in this fascinating account of his life.
American Heritage	ANDREW JACKSON, SOLIDER AND STATESMAN. American Heritage, 1963. The story of Jackson's turbulent life from his boyhood when he fought in the Revolution to his return to the Hermitage estate after his presidency.
American Heritage	THE CALIFORNIA GOLD RUSH. American Heritage, 1961. The California gold rush was a part of America's great westward movement, but it had certain distinctive features that set it apart from the usual patterns of frontier settlement. The gold rush was the first and greatest of them all and set the basic pattern for the miner's frontier.
Anderson, Joan	1787. Harcourt, 1987. As James Madison's aide, during the 1787 Constitutional Convention in Philadelphia, young Jared Mifflin experiences a summer filled with adventure, intrigue, and romance.

Archer, Jules	WINNERS AND LOSERS: HOW ELECTIONS WORK IN AMERICA. Harcourt, 1986. Teaches how our political system works and will excite young readers about the necessity of becoming involved. Well-researched text enables readers to come away better able to argue and judge the political process.
Avi	THE FIGHTING GROUND. Lippincott, 1984. The realities of war shatter 23-year old Jonathan's romantic notions of being a soldier as he joins a regiment to fight the British in the American Revolution.
Ayars, James	WE HOLD THESE TRUTHS: FROM THE MAGNA CARTA TO THE BILL OF RIGHTS. Viking, 1977. A brief history of the ideas of liberty and equality with sketches of the lives of Stephen Langston, John Lilburne, and George Mason, who contributed to the development and preservation of these ideas. Includes index and appendix. For the mature reader.
Baker, Betty	THE DUNDERHEAD WAR. Harper, 1967. Quincy Heffendorff and his storekeeper father lives in Independence, Missouri, in 1846. When the first news of the Mexican War comes, Quincy wants to volunteer but is too young. Then his German Uncle Fritz arrives, and they leave together for Santa Fe and the wagon train. But, Uncle Fritz disdains the frontier towns and the casual discipline, and denounces the volunteers as "Dunderheads." This is a fast-moving, vivid story of a little-known episode in our history.
Banfield, Susan	JAMES MADISON. Watts, 1986. Recounts the story of the fourth president, who is known as the Father of the Constitution.
Barnard, Jacqueline	THE JOURNEY TOWARD FREEDOM. Norton, 1967. The story of a African-American slave woman who grew up to champion the rights of African-American women and labor.
Batchelor, James E.	STATE'S RIGHTS. Watts, 1986. Traces how the concept of states' rights has been viewed by courts and legislators since the birth of the United States. It also offers a valuable historical background to the core issues of the Constitution: How much power should be allotted to the federal government, and in which areas should states be free to rule themselves?
Bealer, Alex	ONLY THE NAMES REMAIN: THE CHEROKEES AND THE TRAIL OF TEARS. Little, Brown, 1972. This book describes the life of the Cherokees, their acceptance of the ways of the white settlers, and their willingness to fight alongside them. The civilization developed by the Cherokees is described.
Beatty, Patricia - - Beatty, Patricia	BLUE STARS WATCHING. Morrow, 1969. Resentful at being sent to California with his sister to avoid the dangers of the Civil War in Delaware, 13-year old Will is soon entangled with Rebel plotters and Union spies in San Francisco. CHARLEY SKEDADDLE. Morrow, 1987. Charley, a tough 12-year old boy from a Bowery gang, enlists as a drummer boy in the Union army to avenge his older brother's death at Gettysburg. Charley is a perfect soldier until his regiment does its first fighting, at which time he deserts from the battlefield. Through several events that test his mettle, Charley develops into a brave young man.
Bermsteom, Joanne E.	DMITRY: A YOUNG SOVIET IMMIGRANT. Houghton, 1981. This is the story of Dmitry and his parents, recent immigrants to the United States from the Soviet Union, who found their first year in America more difficult than they had dreamed possible.
Blos, Joan	GATHERING OF DAYS: A NEW ENGLAND GIRL'S JOURNAL, 1830-1832.

	Macmillian, 1979. Thirteen-year old Catherine Hall keeps a journal of her last year on a New Hampshire farm where she keeps house for her widowed father. The journal shows her kindness, determination, and maturation as she learns to cope with increased responsibilities.
Blubmerg, Rhoda	THE INCREDIBLE JOURNEY OF LEWIS AND CLARK. Lothrop, 1987. The expedition led by Lewis and Clark to explore the unknown western regions of America at the beginning of the nineteenth century is described in this book.
Bohner, Charles	BOLD JOURNEY: WEST WITH LEWIS AND CLARK. Houghton Mifflin, 1985. Hugh McNeal, recruited at age 18 from his army post along the Ohio River, describes his journey to the Pacific with the "Corps of Discovery." The hardships of travel by keelboat along the northern reaches of the Mississippi and Missouri Rivers, encounters with the Indians, the winter camps of 1804 and 1805, and the perilous journey over the Rocky Mountains, all take incredible personal courage.
Bontemps, Arna	FREDRICK DOUGLASS. Knopf, 1959. The life of the American abolitionist leader and journalist (1817-1895).
Boorstin, Daniel J.	THE LANDMARK HISTORY OF THE AMERICAN PEOPLE: FROM PLYMOUTH TO APPOMATTOX. Random House, 1987. From the earlier colonists to the men and women of the Civil War, the author shows how people from everywhere created a New World—and now the New World turned people from everywhere into Americans.
Bradford, William	OF PLYMOUTH PLANTATION, 1620-1647. Edited by Samuel E. Morison. Knopf, 1952. This primary source consists of Governor William Bradford's own documentation of his colony's history and is a useful teacher resource.
Brady, Esther Wood	TOLLIVER'S SECRET. Crown, 1976. During the Revolutionary War, a ten-year old girl crosses enemy lines to deliver a loaf of bread containing a message for the patriots.
Brill, Marlene Targ	JOHN ADAMS. Children's Press, 1986. A biography of the outspoken, decisive man who served the United States in many ways, including as its President.
Brink, Carol Ryrie	CADDIE WOODLAWN. Macmillian, 1973. This is the story of a spunky heroine on the Wisconsin frontier. Although the story is set in 1864, most of Caddie's experiences are typical of those of early pioneers.
Brown, Dee	THE AMERICAN WEST. 1994. High-interest anecdotal essays on the fascinating individuals and complex social forces behind a turbulent, often violent era. Some examples found are Red Cloud, Billy the Kid, Cochise, Chief Joseph, western towns, frontier recreation, and trail drives.
Brown, Irene Bennett	SKITTERBRAIN. Nelson, 1978. Larnie, a young pioneer girl, is in charge of getting milk for her baby brother from the family cow. One day Larnie accidentally let the cow wander off. To save her brother's life and restore her own confidence, Larnie must search for the cow across the vast Kansas prairie.
Brown, Marion Marsh	SACAGAWEA: INDIAN INTERPRETER TO LEWIS AND CLARK. Children's Press, 1988. This is a thoughtful, well-written biography of a remarkable Shoshone Indian woman.
Chastian, Madye Lee	STEAMBOAT SOUTH. Harcourt, 1951. Eleven-year old Amy has an exciting trip by river steamboat from Ohio to Texas just before the Civil War.

Clapp, Patricia	THE TAMARACK TREE: A NOVEL OF THE SIEGE OF VICKSBURG. Lothrop, 1986. This is a story of the Civil War and an English girl, Rosemary, who joins her brother in Vicksburg in 1859. It is primarily a record of the long siege of the city and it gives, through its British narrator, a good perspective of the tragic division and of the conflicting viewpoints of North and South.
Clinco, Shirley	A MONTH OF SEVEN DAYS. Crowell, 1987. This Civil War story is set in Georgia in 1864. Twelve-year old Zoe's father is away fighting with the Confederates and is expected home on leave, when an Ohio Army contingent takes over their farm. Zoe is desperate to get the soldiers to leave before her father returns.
Coffey, Vincent J.	THE BATTLE OF GETTYSBURG. Silver Burdett, 1985. Illustrated with paintings, maps, photographs, and portrait, this book presents the events of the Civil War leading up to the Battle of Gettysburg and describes the battle and its aftermath.
Coit, Margaret L.	THE FIGHT FOR UNION. Houghton Mifflin, 1961. This dramatically shows the brilliant opposition of intellects and personalities in the years preceding the Civil War when slavery—its morality and economics—became the burning issues in the United States.
Collier, James L. and Christopher Collier	MY BROTHER, SAM, IS DEAD. Macmillan, 1985. (Also Scholastic). Tragedy strikes the Meeker family during the Revolution when one son joins the Rebel forces while the rest of the family tries to stay neutral in a Tory town.
Collier, James Lincoln	WAR COMES TO WILLY FREEMAN. Delacorte, 1983. A free 13-year old African-American girl in Connecticut is caught up in the horror of the Revolutionary War and the danger of being returned to slavery.
Commager, Henry Steele	THE GREAT PROCLAMATION: A BOOK FOR YOUNG AMERICANS. Bobbs, 1960. An explanation of Abraham Lincoln's personal stand on the issues of slavery, of the basic conflicts of the Civil War, and of the effects of the Emancipation Proclamation.
Cooper, Irene	SUSAN B. ANTHONY. Watts, 1984. A biography of one of the first leaders of the campaign for women's rights who helped organize the Women's Suffrage Movement.
Crampton, Mike	EYEWITNESS BOOKS: FLAGS. Knopf, 1989. Although the bulk of this book contains material related to later history, it faithfully and colorfully reproduces the Roman vexillum, the first true flag.
Crane, Stephen	THE RED BADGE OF COURAGE. Perfection, 1979. A young Union soldier, Henry Fleming, tells of his feelings when under fire for the first time during the battle of Chancellorville. He is overcome by fear and runs from the field. Later, he returns to lead a charge that reestablishes his own reputation, as well as, that of his company.
D'Aulaire, Ingri, and Edgar P. D'Aulaire	ABRAHAM LINCOLN. Doubleday, 1987. The biography of Lincoln is perhaps best noted for its narrative quality.
Dagliesch, Alice	THE COURAGE OF SARAH NOBLE. Eight year old Sarah goes into the Connecticut wilderness with her father in the early 1700s to take care of him, while he builds a house for the family.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.

	1840, who is kidnapped and spends four months on a slave ship, playing music to make slaves dance. A Newbery winner.
Freedman, Russell	IMMIGRANT KIDS. Dutton, 1980. Poor European immigrants to American 100 years ago are featured in this book. The children are shown attending school, working at various jobs, and playing. Photos of life in immigration ships are included.
Fritz, Jean	THE DOUBLE LIFE OF POCHONTAS. Putnam, 1983. The terrible dilemma of Pocahontas trapped between two cultures is presenting insightful, perceptive writing. Many of the myths surrounding this fascinating heroine are dispelled.
Glubok, Shirley	THE ART OF THE NEW AMERICAN NATION. Macmillan, 1972. Describes American painting, architecture, furniture, and silver of the period from 1776 to 1826.
Hamlin, Oscar	THE UPROOTED. Little, Brown, Second Edition. Pulitzer Prize winning account of the great migration that formed the population of the United States.
Hancock, Sibyl	FAMOUS FIRSTS OF BLACK AMERICANS. Pelican Publishing Company, 1983. This book consists of brief biographical sketches of such notables as Phyllis Wheatley, Charles Richard Drew, and Richard Allen.
Hansen, Joyce	WHICH WAY TO FREEDOM? Berkley, 1987. This fictional story is about a 19-or 20-year old African American runaway slave who fights with an African-American regiment at the historically documented Battle of Fort Pillow, Tennessee, in 1864. This realistic, sensitive story highlights a consistently ignored piece of American Civil War history.
Hest, Amy	WHEN JESSIE CAME ACROSS THE SEA. Jessie travels from Europe to America in this touching story of immigration.
Hilton, Suzanne	WE THE PEOPLE: THE WAY WE WERE, 1783-1793. Westminister Press, 1981. America is independent of the British! Now what happens in the next ten years? What was it like to be a young person in those days when there was no capital city, no army, no legal rights, and books had to be brought from England? This book covers amusements, marriage, fashions, housekeeping, schools, government, fires, and everyday life in the 18th century.
Johnson, Gerald W.	AMERICA IS BORN. Morrow, 1959. Set against a background of European history, this book traces the origin of American ideas and institutions in the period from the discovery of America to the Constitutional Convention.
Katz, William L.	BLACK INDIANS: A HIDDEN HERITAGE. Atheneum, 1986. Documentation begins in 1527 explaining the relationship between Americans, Indians, and Africans that show they shared a unique friendship and a common ancestry.
Keith, Harold	RIFLES FOR WAITE. Harper and Row, 1987. An exceptional story of the Civil War and a young boy who longs to be in the Union army, who discovers the cruelty and savagery that war brings out in some. Newbery Medal winner.
Lee, Martin	PAUL REVERE. Watts, 1987. Biography of a patriot as seen against a backdrop of political unrest in pre-Revolutionary Boston.
Lester, Julia	LONG JOURNEY HOME. Scholastic, 1972. Six short stories of the African-American experience—ordinary people with extraordinary lives.

Lester, Julius	SLAVE SHIP. Scholastic, 1986. This is a recreation of an actual happening in the early years of establishing this nation.
Loeper, John Loeper, John	GOING TO SCHOOL IN 1776. Atheneuem, 1973. This book depicts later life in the colonies and is a good source for the "school enactment" described in the History—Social Science Framework. GOING TO SCHOOL IN 1876. Atheneum, 1984. Personal anecdotes, curious facts, and period illustrations give fascinating insight into the lives and lessons of 19th century American schoolchildren.
Longfellow, Henry Wadsworth	PAUL REVERE'S RIDE: SELECTED POEMS. Penguin Classic (paperback), 1988. This collection contains the entire unabridged ballad. Ted Rand's illustrated version is published by Dutton and effectively catches the mood of the poem. Longfellow's "Hiawatha's Childhood" is usable to earlier units.
Lord, Bette Bao	IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.
MacLachlan, Patricia	SARAH, PLAIN AND TALL. Harper, 1985. This is the story of a mail-order bride who comes from Maine to make her home on the prairie.
Mason, F.	THE BATTLE OF NEW ORLEANS. Houghton Mifflin, 1962. This account of the last major engagement of the War of 1812 recreates the four bloody, decisive battles fought by well-trained, hardy British troops and Andrew Jackson's courageous, but raw recruits for control of New Orleans (and thus the entire Mississippi River) in 1815.
McGovern, Ann	IF YOU LIVED IN COLONIAL TIMES. Scholastic, 1969. This informative and entertaining book offers an unusual approach to the study of life during the colonial period in the United States.
Meadowcroft, Enid la Monte	BY WAGON AND FLATBOAT. Crowell, 1938. In the period following the American Revolution, a time of growth and change, a family packs up its possessions and begins to move west to Ohio. The trip is filled with adventure.
Meltzer, Milton	THE BLACK AMERICAN: A HISTORY IN THEIR OWN WORDS. Crowell, 1984. Traces 350 years of African American history, depicting the valiant struggles to achieve equality and human dignity. Serves as an eloquent statement of how the struggles of the past have shaped the present.
Paine, Thomas	COMMON SENSE. Penguin Paperback, 1982. An extensive introduction describes the background of the American Revolution, as well as, the life, career, and ideology of Thomas Paine.
Perl, Lila	STUMPS, GRUNTS, AND SNICKERDOODIES: WHAT A COLONIAL AMERICA ATE AND WHY. Clarion Books, 1979. This is a history of American colonial victuals.
Petry, Ann	HARRIET TUBMAN, CONDUCTOR ON THE UNDERGROUND RAILROAD. Harper and Row, 1955. A sensitive account of the woman who led more than 300 African American fugitives to freedom through the underground railway.
Phelan, Mary Kay	THE STORY OF THE LOUISIANA PURCHASE. Crowell, 1979. Drawing upon journals, letters, and other firsthand accounts, the author recreates the everyday life of New

	Orleans and the American frontier, as well as the long, secret negotiations in Paris. She also vividly portrays the remarkable historical figures who played significant roles in this pivotal moment in American history. Easy to read.
Phelan, Mary Kay	FOUR DAYS IN PHILADELPHIA, 1776. Crowell, 1967. Presents the days and hours surrounding the historic decision of the 13 colonies to declare themselves independent at the meeting of the 2nd Continental Congress in Philadelphia.
Ravitch, Diane	THE AMERICAN READER. Harper and Collins, 1990. Over 200 chronologically arranged speeches, documents, poems, and songs. Short introductions place each selection in social and historical context.
Schanzer, Rosayln	HOW WE CROSSED THE WEST: THE ADVENTURES OF LEWIS AND CLARK. National Geographic, 1997. Using quotes from their travel journal, students relive the hair-raising adventure.
Speare, Elizabeth	THE WITCH OF BLACKBIRD BIRD. Houghton Mifflin, 1958. Kit Tyler leaves her luxurious home in Barbados to live with her Puritan aunt in colonial Connecticut. She befriends a woman who is said to be a witch, and a terrifying witch hunt ensues. A beautifully written historical novel that will grab and hold the reader's attention.
Speare, Elizabeth	SIGN OF THE BEAVER. Houghton, 1983. This is the story of the friendship between a young white settler in Maine, left on his own while his father goes to get their family, and a young Indian who helps the young settler survive.
Spier, Peter	THE ERIE CANAL. Doubleday, 1970. This engaging, well-researched picture book is just right for discussing the canal and singing the well-known folk songs.
Syme, Ronald	BENEDICT ARNOLD, TRAITOR OF THE REVOLUTION. Morrow, 1970. An objective study of the events that led to the most dramatic betrayal in American history.
Taylor, Theodore	WALKING UP A RAINBOW. Doubleday, 1986. Susan Carlisle, a feisty, courageous 14-year old Iowa orphan, embarks in 1852 on a daring and somewhat foolish venture. Taylor's plot takes Susan on a cross-country "westering" journey full of hardship, adventure, intrigue, danger and a little romance.
Tunis, Edwin	THE YOUNG U.S.: 1783-1830. Crowell, 1969. A look at the United States following the Revolution. Includes personal and family life as well as the historical events. Includes 165 detailed and accurate pencil drawings.
Tunis, Edwin	COLONIAL LIVING. Crowell, 1976. Colonial era clothes, houses, and furniture are simply explained and vividly illustrated in this book, which provides a "how did it work" guide to 17th and 18th century America.
Weltzman, David	WINDMILLS, BRIDGES, AND OLD MACHINES: DISCOVERING OUR INDUSTRIAL PAST. Scribner, 1982. The author invites readers to explore America's industrial history. The book is most valuable for research and may stimulate students awareness and interest in our industrial past. Especially noteworthy are the diagrams of the different types of bridge construction, parts of steam locomotives, and of the construction and operation of waterwheels, windmills, and canal locks. Attractive cover art and well-formatted pages.
Wilder, Laura I.	LITTLE HOUSE IN THE BIG WOODS. Harper, 1953. Autobiographical story of a pioneer family in Wisconsin in the 1870s. Selected passages read aloud give young students an ideas of life in American more than 100 years ago.

Windrew, Martin	THE CIVIL WAR RIFLEMAN. Watts, 1985. Examines the life and experiences of a typical soldier during the Civil War. Provides historical background and detailed information on the soldier's training and duties, his weapons and equipment, his rations and daily life. Battle tactics and military disciplines are also discussed.

Mississippi Studies

Akin, Edward N.	MISSISSIPPI: AN ILLUSTRATED HISTORY. Teacher resource.
Andrist, Ralph K.	STEAMBOATS ON THE MISSISSIPPI. 1962. Teachers can read to students. Wonderful pictures.
Bakeless, Katherine and John	CONFEDERATE SPY STORIES. Teachers can read these 14 short stories to children.
Baldwin, Gordon C.	GAMES OF THE AMERICAN INDIANS. Teacher resource for Indian games and toys.
Banks, Sarah and Charles Weeks	MISSISSIPPI'S SPANISH HERITAGE, SELECTED WRITINGS, 1942-1798. Anthology of literacy and historical writings by Spanish explorers, colonists, authors, and administrators who describe life in a new land. In SPANISH. Available from the Mississippi Department of Education.
Brain, Jeffrey P.	THE TUNICA-BILOXI. Teacher resource for delta area Indian tribal history including Quizquiz (Clarksdale) south to Natchez.
Brinson, Carroll	JACKSON: A SPECIAL KIND OF PLACE. Teacher resource.
Buzhardt, Gail A.	MISSISSIPPI'S FRENCH HERITAGE: SELECTED WRITINGS, 1682-1763. Anthology of literary and historical writings by French explorers, colonists, authors, and administrators who describe life in a new land. In FRENCH. Available from the Mississippi Department of Education, Jackson, Mississippi.
Caduto, Michael and Bruchac, Joseph	KEEPERS OF THE EARTH. This book is a collection of Native American stories and related hands-on activities for children of all ages and ability levels. Ideas for activities include creative arts theater, reading, storytelling, science, social studies, and math. It covers cultural groups from all across the U.S.
Catton, Bruce	THIS HALLOWED GROUND: THE STORY OF THE UNION SIDE OF THE CIVIL WAR. Teacher resource, colorful, drawings, black and white photos.
Cresman, Ruth	THE MISSISSIPPI. 1984. About the river. Teaches can read to students. Black and white pictures. Geology, exploration and modern use of the river.
Crisman, Ruth	THE MISSISSIPPI. Some students can read about the river, floods in the state, Army Corps work along the river. Black and white photos.
D'Amato, Janet and Alex	INDIAN CRAFTS. Teacher resource for use in Indian art work, including homes, transportation, household items, weapons, ceremony and ritual.
D'Iberville, Pierre Le Moyne	IBERVILLE'S GULF JOURNALS. Translated by R. B. McWiliams. Teachers can read diary events of the exploration along the coast.

Eiffert, Virginia Louise	MISSISSIPPI CALLING. Dodd, 1957. The story of the Mississippi in all its aspects. The author tells of the people who first came to camp by the river, of the explorers who traveled its waters, and of the famous men, including Mark Twain, La Fitte and Audubon, who were associated with the great river.
Fichter, George S.	FIRST STEAMBOAT DOWN THE MISSISSIPPI. Pelican Publishing Company, 1989. A young boy is befriended by Nicholas Roosevelt, builder of the first steamboat, and joins him on its maiden voyage.
Floorman, James	FREEDOM'S BLOOD. 1979. A fictionalized account of the murder of three civil rights works, Michael Schwerner, James Chaney, and Andrew Goodman, in Mississippi, during the summer of 1964.
Harper, Lee	TO KILL A MOCKINGBIRD. Harper and Row, 1982. Story of a lawyer, in a southern small town where prejudices are increased by the hard times of the depression.
Heck, B. Holland	CAPTAIN PETE. 1967. Students can read how Pete, whose father owns a sight-seeing boat in Gulfport, hunts for buried treasure on Ship Island.
Holling, Clancey	MINN OF THE MISSISSIPPI. 1951. Teacher can read to students about Minn, the turtle, who travels all the way down the Mississippi River. Good source of information on water life, animal life, prehistoric times, birds, geography, a "turtle-eye-view," explorers, Indians, navigation history.
Hollister, John J.	VICKSBURG ON YOUR OWN: ILLUSTRATED GUIDE TO THE BATTLEFIELD. Teacher resource to siege at Vicksburg. Black and white photos, drawings.
Kane, Harnet	A PICTURE STORY OF THE CONFEDERACY. Some students can read this history. Black and white wood cuts throughout.
Kjelgaard, James A.	THE EXPLORATION OF PERE MARQUETTE. 1951. Student can read for themselves the story of Marquette, based on his own writings.
Lauber, Patricia	THE MISSISSIPPI, GIANT AT WORK. Garrard, 1961. The Mississippi River is a changing giant that has swallowed whole towns. This is a report on why the Mississippi behaves this way and how man has tried to tame it. The account includes history, geography, and engineering.
Lepthien, Emilie U.	THE CHOCTAW. 1987. Students can read for themselves about early Choctaws, treaties, problems, and modern events in Mississippi and Oklahoma. Great color photos.
Marr, Beth	WIND ON MY BACK AND MUSIC IN MY EARS. Poems from the Poetry-In-the Schools-Program in Jackson, MS in 1972.
McKee, Jesse O.	THE CHOCTAW. Teacher resource for tribal history. Great color photo section.
Miller, Mary W. And Miller, Ronald W.	THE GREAT HOUSES OF NATCHEZ. Full color pictures of exteriors and interiors richly convey the style, grace and elegance of Old Natchez. Available at Old Capitol Bookstore.

Mississippi Cultural Crossroads	I AIN'T LYING. Volume 1 and 2, Claiborne County publication. Interview, pictures, and local history.
Monjo, F. N.	WILLIE JASPER'S GOLDEN EAGLE. Being an eyewitness account of the great steamboat race between the Natchez and the Robert E. Lee.
Moore, Edward P.	THE LAST WORD. Epitaphs in Mississippi.
Morris, Willie	GOOD OLE BOY: A DELTA BOYHOOD. 1971. What it was like for a white boy growing up in Yazoo City in the 1930s and 1940s. The teacher can read this humorous story aloud.
Naylor, Phyllis R.	NIGHT CRY. 1984. Often left alone on their 5-acre Mississippi farm by her traveling salesman father, Ellen learns, through a terrifying experience to distinguish between real and false fears.
Reeder, Colonel Red	THE STORY OF THE CIVIL WAR. Teacher resource, including chapter on Shiloh, Vicksburg. Maps included.
Silverberg, Robert	THE MOUND BUILDERS. Teacher resource for mounds in Natchez, Moundville, Poverty Point, among others.
Stein, R. Conrad	THE STORY OF THE TRAIL OF TEARS. Some students can read how the federal government seized Indian land and about the forced migration of Indians (including Chickasaw and Choctaw from Mississippi) along the trail of tears to Oklahoma.
Sumner, Cecil P.	THE GOVERNORS OF MISSISSIPPI. Teacher resource for biographical studies of governors. Pictures and bios to 1980.
Syme, Ronald	DE SOTO, FINDER OF THE MISSISSIPPI. Morrow, 1957. The adventures of Hernando de Soto in the New World are told in his book. He was with Francisco Pizaro in Peru and later led an expedition from Florida to Oklahoma, discovering the Mississippi River en-route. See also *Henry Hudson, La Salle of the Mississippi, Columbus: Finder of the New World,* and *Magellan: First Around the World*, all by the same author.
Taulbert, Clifton L.	ONCE UPON A TIME WHEN WE WERE COLORED. Teacher can read memoirs of growing up in Mississippi delta in the 1950s.
Taylor, Mildred Taylor, Mildred	THE ROAD TO MEMPHIS. 1989. Sadistically teased by two white boys in 1940s rural Mississippi, a black youth severely injures one of the boys with a tire iron and enlists Cassie's help in trying to flee the state. LET THE CIRCLE BE BROKEN. 1981. Four black children growing up in rural Mississippi during the Depression experience racial antagonism and hard times, but learn from their parents the pride and self-respect they need to survive.
Watts, Franklin	FIRST BOOK SERIES. This series of attractive reference books presents many aspects of North American Indian life. The books are readable by young students, and the artwork is compelling and authentic.
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	Depression.
Wiltshire, Betty C.	ATTALA COUNTY, MISSISSIPPI, PIONEERS. Family histories and records of early settlers from 1834 through 1865. Available at Old Capitol Bookshop.
Windham, Kathryn T.	MISSISSIPPI GHOSTS AND JEFFREY. 1974 Teacher can read the several short stories to the children.
Wolfson, Evelyn	FROM ABENAKI TO ZUNI: A DICTIONARY OF NATIVE AMERICAN TRIBES. An alphabetical identification of 68 of the larger North American Indian tribes, describing their habitats, social life and customs, food, means of travel, and modern descendants. Includes drawings and maps.
Zeck, Pam	MISSISSIPPI STERNWHEELERS. 1982. Children can read for themselves how steamboats were developed and what is was like to ride on the Mississippi River.

World History

Bradbury, Ray	FARENHEIT 451. Ballentine Books, 1953. A satire on censorship.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.
Golding, William	LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.
Goldreich, Gloria	A TREASURY OF JEWISH LITERATURE: FROM BIBLICAL TIMES TO TODAY. Holt, 1982. This book is a compendium of great Jewish writings ranging from the Bible to the works of Philip Roth. Selected examples include the Talmud, the Zahar, the tales of Sholom Aleichem, and the work of Nobel Laureate S. Y. Agnon. A brief introduction provides historical background to this teacher's resources.
Hemingway, Ernest	A FAREWELL TO ARMS. Various publishers. Novel that takes place during World War I.
Hersey, John	HIROSHIMA. Knopf, 1985. An account of the destruction of the city and Japanese lives following the atomic bomb.
Lord, Walter	DAY OF INFAMY. Bantam, 1957. Minute by minute chronicle depicting both the Japanese and United States military reactions to the attack on Pearl Harbor.
Meltzer, Milton	ALL TIMES, ALL PEOPLES: A WORLD HISTORY OF SLAVERY. Harper, 1980. Examines the historical patterns of slavery throughout the world, from ancient times through the present.
Orwell, George	ANIMAL FARM. Harcourt, Brace and Company, 1946. Basically a fable and satire of animals seizing control of a farm. Also called a "satire of dictatorship."
Orwell, George	1984. Harcourt, Brace, and Jovanovich, 1949. Satire on totalitarianism coined the phrase, "Big brother is watching."

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Windham, Kathryn T.	MISSISSIPPI GHOSTS AND JEFFREY. 1974 Teacher can read the several short stories to the children.
Wolfson, Evelyn	FROM ABENAKI TO ZUNI: A DICTIONARY OF NATIVE AMERICAN TRIBES. An alphabetical identification of 68 of the larger North American Indian tribes, describing their habitats, social life and customs, food, means of travel, and modern descendants. Includes drawings and maps.
Zeck, Pam	MISSISSIPPI STERNWHEELERS. 1982. Children can read for themselves how steamboats were developed and what is was like to ride on the Mississippi River.

World History

Bradbury, Ray	FARENHEIT 451. Ballentine Books, 1953. A satire on censorship.
Davidson, Marshall	A HISTORY OF THE ART FROM 25,000 B.C. TO THE PRESENT. Random, 1984. A historical and cultural overview of art from prehistoric times through modern eras is presented in this book.
Golding, William	LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.
Goldreich, Gloria	A TREASURY OF JEWISH LITERATURE: FROM BIBLICAL TIMES TO TODAY. Holt, 1982. This book is a compendium of great Jewish writings ranging from the Bible to the works of Philip Roth. Selected examples include the Talmud, the Zahar, the tales of Sholom Aleichem, and the work of Nobel Laureate S. Y. Agnon. A brief introduction provides historical background to this teacher's resources.
Hemingway, Ernest	A FAREWELL TO ARMS. Various publishers. Novel that takes place during World War I.
Hersey, John	HIROSHIMA. Knopf, 1985. An account of the destruction of the city and Japanese lives following the atomic bomb.
Lord, Walter	DAY OF INFAMY. Bantam, 1957. Minute by minute chronicle depicting both the Japanese and United States military reactions to the attack on Pearl Harbor.
Meltzer, Milton	ALL TIMES, ALL PEOPLES: A WORLD HISTORY OF SLAVERY. Harper, 1980. Examines the historical patterns of slavery throughout the world, from ancient times through the present.
Orwell, George	ANIMAL FARM. Harcourt, Brace and Company, 1946. Basically a fable and satire of animals seizing control of a farm. Also called a "satire of dictatorship."
Orwell, George	1984. Harcourt, Brace, and Jovanovich, 1949. Satire on totalitarianism coined the phrase, "Big brother is watching."

Franklin, Benjamin	POOR RICHARD'S ALMANACK. Peter Pauper Press, n.d. There are many editions of this remarkable collection of the wit and wisdom of Ben Franklin. It is a delightful volume of brief, pithy sayings. See also *The Autobiography of Benjamin Franklin* in various paperback editions.
Franklin, Benjamin	BENJAMIN FRANKLIN: A BIOGRAPHY OF HIS OWN WORDS. Harper, 1972. Excerpts from Franklin's autobiography with his letters, essays, and newspaper pieces gives a picture of his life from childhood to old age.
Golding, William	LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.
Harper, Lee	TO KILL A MOCKINGBIRD. Harper and Row, 1982. Story of a lawyer, in a southern small town where prejudices are increased by the hard times of the depression.
Hersey, John	HIROSHIMA. Knopf, 1985. An account of the destruction of the city and Japanese lives following the atomic bomb.
Kennedy, John F.	PROFILES IN COURAGE. Harper and Row, 1955. Character sketches of individuals admired by Kennedy.
Lewis, Sinclair	BABBITT. Signet, 1922. Novel of an enterprising, moral, and prosperous real-estate broker in the Midwest.
Lewis, Sinclair	MAIN STREET. Signet, 1920. Novel of a small town America.
Lord, Bette Bao	IN THE YEAR OF THE BOAR AND JACKIE ROBINSON. Harper, 1984. Shirley Temple Wong comes to America from China in 1947, speaking no English. She must adjust as fifth grader amidst American culture in Brooklyn. This is a deservedly popular novel.
Lord, Walter	DAY OF INFAMY. Bantam, 1957. Minute by minute chronicle depicting both the Japanese and United States military reactions to the attack on Pearl Harbor.
Manchester, William	THE GLORY AND THE DREAM: A NARRATIVE HISTORY OF AMERICA, 1932-1972. Bantam. A popular history of America focuses on national character as well as events.
Meltzer, Milton	THE BLACK AMERICAN: A HISTORY IN THEIR OWN WORDS. Crowell, 1984. Traces 350 years of African American history, depicting the valiant struggles to achieve equality and human dignity. Serves as an eloquent statement of how the struggles of the past have shaped the present.
Norris, Frank	THE OCTOPUS. Penguin, 1986. Novel set in late 1800s about the railroads ruining lives of farmers.
O'Dell, Scott and Elizabeth Hall	THUNDER ROLLING IN THE MOUNTAIN. In 1817, Sound of Running Feet, is forced to move with her Ney Perce tribe.
Ravitch, Diane	THE AMERICAN READER. Harper and Collins, 1990. Over 200 chronologically arranged speeches, documents, poems, and songs. Short introductions place each selection in social and historical context.
Sinclair, Upton	THE JUNGLE. Signet, 1906. Novel of immigrant's misfortunes and eventual despair set in late 1800s.

Franklin, Benjamin	POOR RICHARD'S ALMANACK. Peter Pauper Press, n.d. There are many editions of this remarkable collection of the wit and wisdom of Ben Franklin. It is a delightful volume of brief, pithy sayings. See also *The Autobiography of Benjamin Franklin* in various paperback editions.
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Sinclair, Upton	THE JUNGLE. Signet, 1906. Novel of immigrant's misfortunes and eventual despair set in late 1800s.

Steinbeck, John	GRAPES OF WRATH. Viking, 1939. Novel of hard times for an "Okie" family in the 1930s.
Warren, Robert Penn	ALL THE KING'S MEN. Harcourt, Brace, Jovanovich, 1946. Novel of power and corruption in the South.
Welty, Eudora	ONE TIME, ONE PLACE: MISSISSIPPI IN THE DEPRESSION. University of Mississippi Press, 1996. Documentary photographs of Mississippi in the Great Depression.
Wister, Owen	THE VIRGINIAN. Signet Classics, 1986. Classic of the Old West about a soft spoken, straight shooting hero.
Woodward, Bob and Carl Bernstein	ALL THE PRESIDENT'S MEN. Simon and Schuster, 1974. An inside look at the Watergate as it unfolds.
Woodward, Bob and Scott Armstorng	THE BRETHREN. A year in a session of the Supreme Court as seen form the inside.
Wouk, Herman	THE WINDS OF WAR AND REMEMBRANCE. Pocket Books, 1983. Novels of World War II in which events are revealed through the experiences of a large cast of characters who are present at most of the major events of the war. PLUNKITT OF TAMMANY HILL. E. P. Dutton and Company, 1963. A look at the workings of a political boss in Chicago. DEAR AMERICA. The New York Vietnam Veterans Memoriam Commission, 1985. Collection of letters written home by Vietnam soldiers.

United States Government

Bradbury, Ray	FARENHEIT 451. Ballatine Books, 1953. A satire on censorship.
Golding, William	LORD OF THE FLIES. Putnam, 1954. Anarchy occurs when a group of English choir boys are stranded on an island with no adults.
Kennedy, John F.	PROFILES IN COURAGE. Harper and Row, 1955. Character sketches of individuals admired by Kennedy.
Mathews, Christopher	HARD BALL. Politics written with a "positive spin."
Orwell, George	ANIMAL FARM. Harcourt, Brace, and Company, 1946. This fable and satire of animals seizing control of a farm. Also called a "satire" or "dictatorship".
Orwell, George	1984. Harcourt, Brace, and Jovanich, 1949. Satire on totalitariansim—coined the phrase—"Big brother is watching."
Sinclair, Upton	THE JUNGLE. Novel of immigrant's misfortunes and eventual despair set in late 1800s.
Woodward, Bob and Carl Bernstein	ALL THE PRESIDENT'S MEN. Simon and Schuster, 1974. An inside look at Watergate as it unfolds.
Woodward, Bob and Scott Armstrong	THE BRETHREN. A year in a session of the Supreme Court as seen form the inside.

Technology Connections

The Technology Connections is a suggested list of software designed to serve as a guide and first-stop source for making technology connections.

CATEGORY	TITLE	COMPANY
K-12	Timeliner	Tom Synder Productions
	The Complete National Geographic	National Geographic
	Virtual Economics	Economics America
Elementary	Choices, Choices: Kids and the Environment	Tom Synder Productions
	Choices, Choices: On the Playground	Tom Synder Productions
	Choices, Choices: Taking Responsibility	Tom Synder Productions
	Neighborhood Map Machine	Tom Synder Productions
	Picture Atlas of the World	National Geographic
	Where In The World Is Carmen San Diego?	Broderbund
Middle	ABC World Reference: 3D Atlas '98	Creative Wonders
	Amazon Trail II	MECC
	American History Inspirer: The Civil War	Tom Synder Productions
	Atlas of United States Presidents	Applied Optical Media
	Compton's Encyclopedia OnLINE	Comptons
	Cultural Reporter	Tom Synder Productions
	Decisions, Decisions: Ancient Empires	Tom Synder Productions
	Decisions, Decisions: Building A Nation	Tom Synder Productions

	Decisions, Decisions: Colonization	Tom Synder Productions
	Decisions, Decisions: Feudalism	Tom Synder Productions
	Decisions, Decisions: Immigration	Tom Synder Productions
	Decisions, Decisions: Revolutionary War	Tom Synder Productions
	Decisions, Decisions: The Environment	Tom Synder Productions
	Explorers of the New World	Future Vision
	Eyewitness History of the World	DK Multimedia
	Geography Search	Tom Synder Productions
	Mapping the World by Heart	Tom Synder Productions
	Maya Quest Trail	MECC
	National Inspirer	Tom Synder Productions
	Neighborhood Map Machine	Tom Synder Productions
	Oregon Trail II	MECC
	Picture Atlas of the World	National Geographic
	Rainforest Researchers	Tom Synder Productions
	Silk Road	DNA/CUC Software
	Starsites	DNA/CUC Software
	Stowaway	DK Multimedia
	Where In The World Is Carmen San Diego?	Broderbund
High School	ABC World Reference: 3D Atlas '98	Creative Wonders
	Compton's Encyclopedia OnLINE	Comptons
	Decisions, Decisions: Campaign Trail	Tom Synder Productions
	Decisions, Decisions: Colonization	Tom Synder Productions

	Decisions, Decisions: Immigration	Tom Synder Productions
	Decisions, Decisions: Revolutionary Wars	Tom Synder Productions
	Decisions, Decisions: The Environment	Tom Synder Productions
	Decisions, Decisions: The Budget Process	Tom Synder Productions
	Decisions, Decisions: The Cold War	Tom Synder Productions
	Decisions, Decisions: Town Government	Tom Synder Productions
	Picture Atlas of the World	National Geographic
	Where In The World Is Carmen San Diego?	Broderbund
Mississippi Studies	Cultural Reporter	Tom Synder Productions
World History: 1750 to the Present	Eyewitness History of the World Mapping the World by Heart Religions of the World	DK Multimedia Tom Synder Productions Mentorom
United States History: 1877 to the Present	Atlas of the United States Presidents Cultural Reporter	Applied Optical Medica Tom Synder Productions
United States Government	Atlas of the United States Presidents	Applied Optical Media
Economics	Decisions, Decisions: The Budget Process	Tom Synder Productions
	International Inspirer	Tom Synder Productions
	Zapitalism	Lava Mind

Geography	Africa Inspirer	Tom Synder Productions
	Cultural Debate	Tom Synder Productions
	Europe Inspirer	Tom Synder Productions
	Geography Search	Tom Synder Productions
	International Inspirer	Tom Synder Productions
	Mapping the World by Heart	Tom Synder Productions
	National Inspirer	Tom Synder Productions
	Religions of the World Picture Atlas of the World	Mentorom National Geographic
Global Studies	International Inspirer	Tom Synder Productions
	Religions of the World	Mentorom

Assessment Glossary

Grades K-12

This assessment glossary is designed to help teachers understand assessment terminology. The following terms cover the major terms associated with assessment.

- **Alternative Assessment** - any type of assessment in which students create a response to a question, as opposed to assessments in which students choose a response from a given list, such as multiple-choice, true/false, or matching. *Alternative assessments* can include short answer questions, essays, performance assessments, oral presentations, demonstrations, exhibitions, and portfolios.
- **Analytical Trait Scoring** - a performance is judged several times along several different important dimensions or traits of the performance. Use of a scoring rubric and anchor papers for each trait is common. An example might be the judging of student problem solving for understanding the problem, correct use of procedures and strategies, and the ability to communicate clearly what was done.
- **Anchor papers or benchmark performances** - examples of performances that serve as a standard against which other papers or performances may be judged; often used as examples of performances at different levels on a scoring rubric.
- **Authentic (assessment)** - assessment tasks that elicit demonstrations of knowledge and skills in ways that resemble "real life" as closely as possible, engage students in the activity, and reflect sound instructional practices.
- **Benchmarks** - statements of what students should know and do by certain levels or times.
- **Benchmark Performance** - see "anchor papers."
- **Context (of an alternative assessment)** - the surrounding circumstances within which the assessment is embedded. For example, problem solving can be assessed in the context of a specific subject (for example, social studies) or in the context of real-life laboratory problem requiring the use of mathematical, scientific, social studies, and communication skills and tools.
- **Constructed Response** - is a type of free-response or open-ended question; more than one right answer is possible; scored using a rubric and scoring guide.

For example:

A political cartoon usually has three (3) elements

1) Caption—gives meaning to the cartoon.
2) Name tags and labels—identify the people or objects in the cartoon.
3) Exaggeration—overstates or stretches the truth about the people or objects in the cartoon.

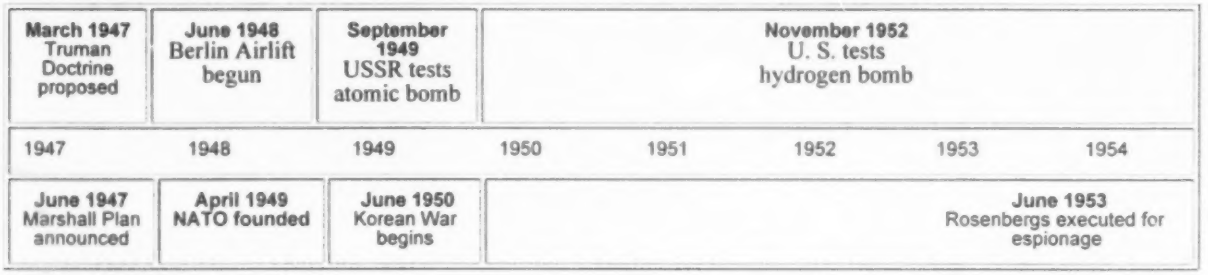
Use these examples to explain the meaning of the cartoon. Support your answer by using historical examples and/or information.

- **Criteria** - see "performance criteria."
- **Criterion-referenced assessment** - an assessment designed to reveal what a student knows,

understands, or can do in relation to specific performance objectives. Criterion-referenced assessments are used to identify student strengths and weaknesses in terms of specific knowledge or skills which are the goals of the instructional program.

- **Enhanced multiple choice** - a question which elicits the use of a students prior knowledge, integrates knowledge and process skills and uses an "enhancement" (e.g., map, chart, graph, speech excerpt, etc.).

For example:



Events shown on the timeline above reflect the US fear of -

A. isolationism
B. fascism
C. imperialism
D. communism

- **Essay** - see "constructed response."

- **Evaluation** - a judgment regarding the quality or worth of the assessment results. Evaluations are usually based on *multiple sources* of assessment information. For example, "The information we collected indicates that students are performing above expectations."

- **Holistic scoring** - a single, overall score is assigned to a performance.
- **Indicator** - a specific description of an outcome in terms of observable and assessable behaviors. An indicator specifies what a person understands or can do. For example, a student may demonstrate his or her understanding of problem solving by finding a solution to a problem in social studies. The correct answer is an indicator.
- **KWL** - measure the knowledge acquired by students using student responses to the following questions:

K - What do I know?
W - What more do I want to know?
L - What have I learned?

- **Open-ended tasks** - the kinds of performance required of students when they must generate a solution to a problem or perform a task when there is no single, right answer. An example is as follows: "Below you see a bar graph without any labels. What might this be a graph of?"
- **Open-response tasks** - the kind of performance required of students when they are required to generate an answer, rather than select it from among several possible answers, but there is still a single, correct response.

- **Performance assessment** - direct, systematic observation of actual student performances and rating those performances according to pre-established performance criteria.

- **Performance criteria** - a description of the characteristics that define the basis on which the response to the task will be judged. Performance criteria may be holistic, analytical trait, general or specific. Performance criteria are expressed as a rubric or scoring guide.

- **Portfolio** - a purposeful, integrated collection of student work showing effort, progress, or degree of proficiency.

- **Rubric** - an established and written-down set of criteria for scoring or rating student's performance on tests, portfolios, writing samples, or other performance tasks.

For example:

MISSISSIPPI CONSTRUCTED-RESPONSE RUBRIC

SCOREPOINT 4—Proficient

Overall, the student response demonstrates a *high level of understanding* of social studies content, inquiry process, and concepts. There is evidence of logical analysis of the information presented. All parts of the question are answered, supported by relevant and accurate data. Answers, decisions, and conclusions are factually and/or logically supported. Minor misconceptions or extraneous information do not significantly detract from the overall response.

SCOREPOINT 3—Adequate

Overall, the student response demonstrates a *moderate understanding* of social studies content, inquiry process, and concepts. There is evidence of logical analysis and most parts of the question are answered correctly. Supporting information is generally accurate, but may be incomplete or vague. Answers, decisions, and conclusions are factually and/or logically supported although statements may contain irrelevant or inaccurate data.

SCOREPOINT 2—Limited

Overall, the student response demonstrates a *minimal understanding* of social studies content, inquiry process, and concepts. There is little evidence of logical analysis and several parts of the question may not be answered correctly. Little, if any, supporting information is offered, and inaccurate or irrelevant information may be used. Answers, decisions, and conclusions, if present, may not be factually and/or logically supported.

SCOREPOINT 1—Insufficient

Overall, the student response demonstrates *no understanding* of relevant social studies content, inquiry process, and concepts. There is no evidence of logical analysis and no part of the question is answered correctly. Factual information out of context will not merit credit. Supporting information, summarization, or conclusions are either irrelevant, inaccurate, or non-existent.

SCOREPOINT 0

The student response is unscorable or off topic. The answer is copied directly from the question, written in a foreign language, or illegible, or is a written refusal to respond; or the paper is blank because the student did not respond.

- **Scale** - the range of scores possible on an individual item or task. Performance assessment items are typically scored on a 4-to-6 point scale, compared to a scale of 2 (right/wrong) on multiple-choice items.

- **Scoring guide** - a written document unique to each constructed response question providing both specific and general scoring guidelines and offers some acceptable responses.

- **Selected-response assessment** - assessment question which has one correct answer (e.g., matching, traditional multiple choice, fill-in-the-blank, etc.).

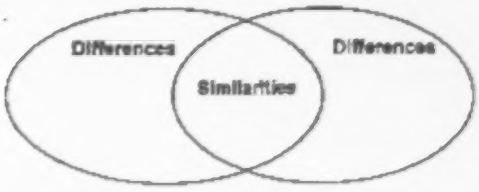
- **Standardized assessment** - assessment that is administered and scored in exactly the same way for all students. Traditional standardized tests are typically mass-produced and machine-scored and are designed to measure skills and knowledge that are thought to be taught to all students in a fairly standardized way. Performance assessments can also be standardized if they are administered and scored in the same way for all students. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups.

- **Standards (content or curriculum)** - statements of what should be taught. For example, the National Council for the Social Studies (NCSS) curriculum standards.

- **Standards (performance)** - an established level of achievement, quality of performance, or degree of proficiency expected of students. Examples include a cut-off score on a multiple-choice test or an expected

benchmark performance on a performance assessment.

- **Task (as in a "performance task")** - a goal-directed assessment exercise. For example, a particular social studies problem to solve, or a paper to write.
- **Task-specific scoring** - a scoring guide that can only be used with a single exercise or performance task. A new scoring guide is developed for each task.
- **Validity** - an indication of how well an assessment actually measures what is supposed to be measured rather than extraneous features. For example, a valid assessment of social studies problem solving would measure the students' ability to solve a problem and not the ability to read the problem.
- **Venn diagram** - a task which compares similarities and differences between elements or ideas.



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